379.744 SA3 1881-1887





Digitized by the Internet Archive in 2014



## ANNUAL REPORT

OF THE

# School Committee

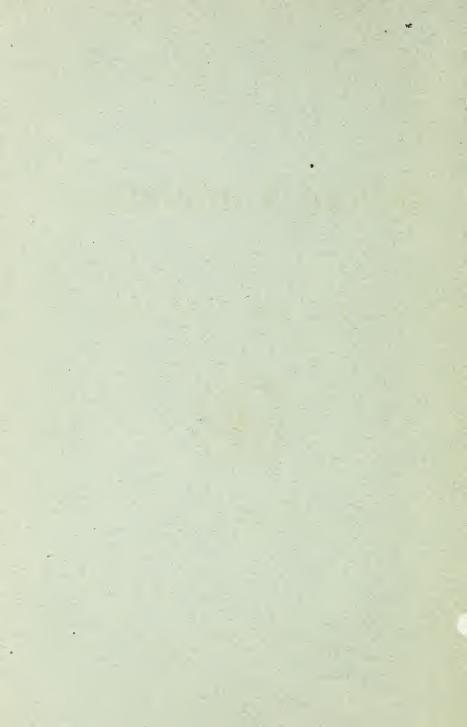
OF THE

## CITY OF SALEM.



DECEMBER, 1880.

SALEM, MASS.
OBSERVER PRINTING ESTABLISHMENT,
1881.



### ANNUAL REPORT

OF THE

# School Committee

OF THE

## CITY OF SALEM.



DECEMBER, 1880.

SALEM, MASS.

OBSERVER PRINTING ESTABLISHMENT,

1881.

1N School Committee, Salem, Dec. 20, 1880.

Ordered, That the Reports of the several Standing Committees and of the Superintendent be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same, or extracts from the same, in accordance with the rules and regulations, be printed under the direction of the Executive Committee, for the use of the inhabitants of the City, as required by the law of the Commonwealth.

Attest.

HENRY M. MEEK, Secretary.

379,744 ... Sa 3 1879/80

#### CONTENTS.

				Page.
BOARD OF SCHOOL COMMITTEE, 1880,		•		1
REPORT: - Executive Committee,				3
Executive Committee,—Sanitary Rep	ort,			11
First Visiting Committee (High Scho	ool),			34
Second Visiting Committee (Gramma	r Schoo	ols),		36
Third Visiting Committee (Primary S	Schools	),		40
Naumkeag-School Committee,				49
Evening-School Committee, .				53
Committee on Music,	, •			55
Committee on Drawing, .				59
Superintendent of Schools, .				60
				0 = 0
APPENDIX:—Census, I, II, III,	•	•	•	95-6
Attendance of Teachers, IV,	•	•	•	96
Ages of Pupils in all Grades, V,	•	•	•	96
Promotions, July, 1879, VI, .	•	•	•	97
Substitutes Employed, 1878-9, VII,				97
Account of Truant service, 1878-9, V	'III,			97
Rates of Tuition, IX,				98
Tables of Statistics, A and B, X,	•			100
Graduates, High and Grammar, XI,				102
Diplomas, Art School, XII, .				105
Approved Candidates, XIII, .				105
Corps of Teachers, Dec., 1880, XIV,		,		106
Truant Officers and Janitors, XV,				112
Board of School Committee, 1881, XV	VI,			113
School Calendar, XVII, .				116

#### ERRATUM.

(The following Committee of the Board of 1880 should have been reported on p. 2, after the Committee on Drawing.)

COMMITTEE ON NOMINATION OF TEACHERS.

Stephen B. Ives, Jr., Chairman.

Sarah E. Sherman,

James Donaldson,

John R. Lakeman,

George Russell.

#### BOARD OF SCHOOL COMMITTEE, 1880.

HENRY K. OLIVER, Mayor, Chairman ex-officio.

WILLIAM A. HILL, President of the Common Council, member ex-officio.

WARD ONE.

Till 1881.

Till 1882.

Till 1883.

George Russell, 10 Liberty. Lawrence E. Millea,

Nathan H. Millett, 8 Curtis.

0.00

WARD TWO.

Stephen B. Ives, Jr., 22 Winter.

Charles Sewall,

Mary G. Ward, 57 Federal.

WARD THREE.

John Preston, 1 Mt. Vernon. \*Leverett S. Tuckerman, O. W. Holmes Upham, 41 Chestnut. 313 Essex.

WARD FOUR.

James Donaldson, 172 Federal. James P. Franks, 302 Essex. Sarah E. Sherman, 94 Federal.

WARD FIVE.

Emma B. Lowd, 23 Gardner. John R. Lakeman, 21 Linden. † Lurana N. Almy, 56 Lafayette.

WARD SIX.

Edward E. Dalton, 21 Mason. Alfred B. Brown, 37 Walter. S. Freeman Chase, 36 Barr.

HENRY M. MEEK, Secretary, 1 City Hall.

Augustus D. Small, Superintendent, 6 City Hall.

CHARLES BURNS, Messenger, 5 City Hall.

<sup>\*</sup> George F. Ropes, after Dec. 14, 1880.

<sup>†</sup> Charles M. Buffum, after June 14, 1880.

#### Executive Committee.

Mayor Oliver, President Hill, and Messrs. Franks and Sewall, and Mrs. Ward.

#### First Visiting Committee—High School. Stephen B. Ives, Jr., Chairman.

James P. Franks.

S. Freeman Chase.

#### Second Visiting Committee-Grammar Schools.

Charles Sewall, Chairman	, 5	Sub-	Committee	for the	Phillips School.
Sarah E. Sherman,		66	66	"	Bentley School.
Leverett S. Tuckerman,		66	66	6.6	Bowditch School.
O. W. Holmes Upham,		66	46	66	Pickering School.
James Donaldson		66	66	* 64	Saltonstall School.

#### Third Visiting Committee-Primary Schools.

John R. Lakeman,	Ch	air	mai	a,	Sub-	Committee	for	the	Oliver School.
Sarah E. Sherman,					66	66	66		Bentley School.
Emma B. Lowd, .					6.6	6.6	66		Bertram School.
(Lurana N. Almy,)					66	6.6	66	)	
Charles M. Buffum	,				66	6.6	66	\$	Browne Schools.
Mary G. Ward, .					66	4.6	66	ĺ	Carlton School.
John Preston, .					6.6	66	66		Endicott School.
Lawrence E. Millea	,				66	66	46		Lincoln School.
Nathan H. Millett,					4.4	66	66		Phillips School.
Edward E. Dalton,					66	66	66		Pickman School.
George Russell, .					66	6.6	66		Prescott School.
Alfred B. Brown.					66	66	66		Upham School.

#### Committee on Naumkeag School. John R. Lakeman, Chairman.

(Lurana N. Almy,) Charles M. Buffum, George Russell.

#### Committee on Evening Schools. Leverett S. Tuckerman, Chairman.

Emma B. Lowd,

Lawrence E. Millea.

Committee on Music.

James Donaldson, Chairman.

James P. Franks,

Mary G. Ward.

Committee on Drawing.
O. W. Holmes Upham, Chairman.

James P. Franks,

Mary G. Ward.

### REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 20, 1880.

To the School Committee.

The Executive Committee present the customary Annual Report of the Expenditures and Receipts of the School Department, for the fiscal year ending November 30th, 1880.

#### I. Permanent Investment.

	(a	) ALT	ERA	TIO	NS	ANI	) AI	ODITION	ıs.		
Architect's H	Plans,	etc.,	-		-		-	\$62	50		
Carpentry,	-	-		-		-		2,055	59		
Concrete pay	emer	ıt,	۵		-		-	195	80		
Heating, cha	nges,	not a	ppar	atus	з,	-		- 70	30		
Ironwork, -		-	-		-		-	33	88		
Masonry,	-	-		-		-		1,400	72		
Painting and	Win	dows,			-		-	304	23		
Plumbing,	-	-		-		-		483	39		
Slate-slabs ar	nd Ro	ofing,			•		-	184	80		
										\$4,791	21
			(b)	AP	PA	RAI	us.				
Chemical, -		-	-		-		-	\$18	75		
Heating, new	7, -	-		•		-		1,086	63		
Illustrative,	or Ph	ilosop	hica	1,	-		-	45	80		
Mechanical,	or W	orking	5,	-		-		63	60		
										\$1,214	78
Amc	ount c	arried	fore	vare	7.					\$6.005	99

### 4 REPORT OF EXECUTIVE COMMITTEE.

$Amount\ brought\ forward,$	\$6,005 99								
(c) FURNITURE.									
Bookcases, \$290 00									
Carpets and Curtains, 101 53									
Chairs and Desks, 101 60									
Clocks, 30 50									
Easels and Movable Boards, 43 35									
Tables and Closets, , - 123 48									
Tablecloths, 4 25									
Trays and Chains (for Plants), - 12 10									
	\$706 81								
(d) LIBRARIES AND CABINETS.									
Art Copies, \$11 05									
Binding, 20 60									
Books, text and reference, 339 92									
Charts, music and reading, 107 94									
Mounting art copies, 2 60									
Music Readers, 75 00									
Statuary, Drawing School, 24 25									
Supplementary Readers, 223 25									
Wall Pictures, 5 40	4040 04								
	\$810 01								
Total, Permanent Investment,	\$7,522 81								
II. Current Expenditures.									
(a) SALARIES.									
Superintendent, \$2,500 00	\$2,500 00								
High School, 7,855 00	Ψ2,000 00								
	\$7,855 00								
Amount carried forward,	\$17,877 81								

Amount brought forward,	\$17,877 81
Bentley Grammar, 2,980	00
Bowditch Grammar, 6,070	00
Phillips Grammar, 4,050	00
Pickering Grammar, 3,400	00
Saltonstall Grammar, 5,250	00
Bentley Primary, 2,075	${00}$ - 21,750 00
Bertram Primary, 1,925	00
Browne Primary, No. 1, 1,892	50
Browne Primary, No. 2, 2,100	00
Carlton Primary, 2,070	00
Endicott Primary, 2,180	00
Lincoln Primary, 2,080	00
Oliver Primary, 2,812	00
Phillips Primary, 2,600	
Pickman Primary, 2,100	00
Prescott Primary, 2,033	18
Upham Primary, 2,100	
Naumkeag School, 921	<u></u> 25,967 68
	921 98
Supervisor of Music, 720	
Truant Officers, 810	00 1,530 00
Phillips Evening School, - 465	
Naumkeag Evening School, 249	
Mechanical Drawing School, - 784	714 50
Freehand Drawing School, 933	
Total Salaries, \$62,956	1,717 00
· · · · · · · · · · · · · · · · · · ·	
(b) CARE OF HOUSES.	0"
Janitors, \$3,013	\$3,013 25
$m{A}$ mount carried forward,	\$73,492 22

$Amount\ brought forward,$	\$73,492 22							
(c) REPAIRS.								
Carpentry, \$891 28								
Carpets and Shades, 15 34								
Clocks, 39 50								
Concrete pavement, 40 00								
Furnaces, 851 07								
Furniture, 2 74								
Grading yards, 51 50								
Hardware and Ironwork, 96 73								
Labor, alone, 4 00								
Lumber, alone, 46 82								
Masonry, 111 12								
Painting and Glazing, 362 67								
Pictures (repaired), 10 50								
Plumbing, 159 60								
Roofs, slated, 39 19								
Tuning and repairing piano and organ, 7 75								
	\$2,729 81							
(d) supplies.								
Art materials, Drawing-paper, \$17 50								
Brushes and Brooms, - 55 30								
Chemicals, 83 40								
Cleansing materials, 2 62								
Dry Goods, 5 83								
Erasers, Pointers, Callbells, - 49 64								
Fuel, 3,431 43								
Gas, 394 00								
Grocer's supplies, 6 32								
Hardware, Tinware, etc., 111 38								
Hose, 12 02								
Amounts carried forward, \$4,169 44	\$76,222 03							

Amounts brought forward, \$4,169	44 \$76,222 03
Mats and Baskets, 72	
Rewards of Merit, 51	
Stationery, Ink, Crayons, etc., - 936	
Water, 554 8	
Work, Carpenters', 21	
	<del>-</del> \$5,806 43
(e) BOOKS FOR PUPILS.	
Supply, by law, to indigent Pupils, - \$723 9	92
	<b>\$723 92</b>
(f) MISCELLANEOUS.	
Advertising, Printing, etc., - \$468 2	3
Annual Report, 148	03
Census, 264 6	35
Diplomas, 41:	30
Express, Teaming, etc., 183	85
Rent and attendant Expenses, 484	79 \$1,590 85
Unclassified:—	
Rufus B. Gifford, Supervising Mechanic, 60 (	
Rufus B. Gifford, Supervising Mechanic, 125 (	
Rufus B. Gifford, Cash paid out, 5 5	
Frederick H. Hunt, Labor, 1 &	
Francis Lord, Fertilizers, - 2	
Henry K. Oliver, Expenses paid, - 3 (	
Post Office, Box Rent, 6 (	
Henry W. Putnam, Plants, 10 (	
Hezekiah Sleeper, Plants and Turf, - 4 &	
Henry H. Stevens, Labor, 8 7	
Augustus D. Small, Cash paid out, - 9 5	
George W. Torr, Labor, 6 1	
Joseph H. Torr, Labor, - 2 6	00
Amounts carried forward, \$244	72 \$84,343 23

$A mounts\ brought\ forward,$	\$244 72 \$84,343 23
	0 75
	245 47
$Total\ Expenditures,$	\$84,588 70
III. Receipts.	
Damages, paid by Pupils,	\$1 50
Dog-tax, from County, 1	,252 15
Duplicate Bills, repayment,	14 08
	10 40
Old Materials sold,	70 58
	325 00
Total Receipts,	\$1,673 71
Net Total Expenditures,	\$82,914 99
IV. Summary.	
1	n 1880. In 1879.
Permanent Investment, \$7	,522 81 \$6,570 38
•	7,065 89 74,506 24
Gross Expenditures, \$8	4,588 70 \$81,076 62
Receipts, 1	,673 71 1,730 87
Net Current Expenditures, \$75	5,392 18 \$72,775 37
Net Total Expenditures, \$85	2,914 99 \$79,345 75
V. Statement of Trust I	Funds.
Andrews Fund: Income, 1880,	\$85.50
Paid for Books for Class of 1880, High School	
Balance, carried to next year,	<del>\$0</del> 34

Browne Fund:			
Income, 1879, not expended,	\$200	00	
March, 1880,	120	00	
July, 1880,	120	00	
Total Income,	-		\$440 00
Paid, E. S. Ritchie & Sons, High School			
Apparatus,	\$116	39	
H. B. & W. O. Chamberlain, High			
School Apparatus,	5	30	
Boston School Supply Co., Charts,			
Grammar and Primary,	84	00	
N. E. School Furnishing Co., Globes,			
and Maps, Grammar and Pri-			
mary,	104	40	
Total Expended,			\$310 09
Balance, carried to next year,			\$129 91

For the Executive Committee,
HENRY K. OLIVER, Chairman.



# REPORT OF THE EXECUTIVE COMMITTEE (SANITARY.)

\* CITY OF SALEM, IN SCHOOL COMMITTEE, Nov. 15, 1880.

The Executive Committee, duly authorized by the general Board, employed Dr. A. H. Johnson of Salem, to examine and report upon the general condition of the several schoolhouses of the City, in the matters of heating, lighting, ventilation, and general hygiene. His report has been received and is respectfully submitted to the Board. The several subjects are fully treated, the Report embracing 34 written pages. Its disposition is in your hands and it is the opinion of the Executive Committee, that its contents should be widely circulated.

For the Executive Committee,

HENRY K. OLIVER,

Chairman.

<sup>\*</sup>The Executive Committee were instructed to print Dr. Johnson's Report,—by vote of the Board, Nov, 15, 1880.

#### REPORT OF DR. A. H. JOHNSON.

TO THE EXECUTIVE COMMITTEE OF THE SCHOOL COMMITTEE OF THE CITY OF SALEM.

Sirs:—In conformity with your request, I inspected the sanitary condition of the Public Schools of Salem, and herewith respectfully submit the following report.

The examination, herewith reported, has been made with reference to conditions, which all are likely to concede should be carefully observed, in order to properly protect the health and lives of children, during the hours in which the city assumes the care of them in our public schools.

Such conditions are the following:-

- a. School buildings should have a healthful location.
- b. They should be substantially built, so as to be protected against fire, and so as to bear such strains as they may occasionally receive when crowded, or when buffeted by storms.
- c. They should have ample entries and stairways, properly guarded by rails and landings, to admit of rapid exit in case of danger or panic.
- d. Both school rooms and dressing rooms should have direct and free communication with the stairways.
  - e. The doors should open outward.
- f. The school rooms and entries should be sufficiently large, to furnish an abundant supply of air to each scholar.
- g. Some system of ventilation should provide for the frequent renewal of the air of the rooms.

- h. The method of ventilation should not endanger the health of the children.
- i. The heating apparatus should be of most generous capacity, and should be intelligently and faithfully used, in order to secure an ample supply of heat.
  - j. The school-rooms should be well lighted.
- k. Water-closets should be provided in ample number, to meet the needs of each school. They should be kept scrupulously clean, be thoroughly ventilated, and be placed where they can be entered and used, without exposure to inclement weather, and where the chance escape of offensive odors cannot reach the school-rooms. The sewerage of the water-closets and basins should be thoroughly trapped and watched, to repair any leaks from which it is liable to suffer.
  - l. The desks should be adapted to the size of the scholars.
- m. A weekly inquiry of the scholar should be made to ascertain whether sickness exists in the households from which they come; so that scholars, from homes where contagious diseases prevail, may be excluded, until a certificate from the family physician assures the safety of their return.
- n. A certificate from a physician, stating that a child has been vaccinated, should be required before the child is received into the schools.

Testing our schools by the application seriatim of the conditions we have enumerated, we have arrived at the following results.

a. Healthfulness of location.

We have found no school occupying a location which is necessarily unhealthy. But each site presents peculiarities of its own, which in most instances have been successfully dealt with. There still remain some troubles, arising from the natural formation of the grounds, to be removed, at the following schools.

I. At the Pickman School on Dunlap street, a large amount of water, shed from the high lands at its rear and northerly side, finds its way across the play-ground and front yard. This has been partially provided for in the play-ground, by surface gutters covered with concrete. But this does not prevent the yard from becoming at times flooded with water, so that an elevated platform is used by the scholars, to pass dry-shod to the privies. Through one of these surface gutters flows the drainage of a tenement house. In rainy weather, the water rushes across the path leading to the main entrance, and out between the posts which guard this entrance from the street. In the winter, the accumulation of water, whose free flow across the path is checked by the snow, makes the entrance unsafe and uncomfortable. The new street, cut to connect this school with Mason Hill, frequently becomes so filled with water, that the children to escape wet feet, are forced to take to the fences. These troubles can all be remedied by properly grading, draining, and concreting the whole yard, and invoking the aid of the Street Commissioner.

An evil much complained of in the location of this school, is its distance from the homes of the small children it is intended to receive,—an evil which has special power in inclement weather.

II. The Phillips school on Forrester street. The land, on which this is built, was formerly a swamp traversed by a small stream. This accounts for the dampness of its first floor, under which there is no cellar. As the building is at present used, or rather partially disused by the practical conversion of its first floor into a cellar, the rooms on its

second floor are well protected from dampness. Moreover, a drain laid within a few years through Forrester street is sufficiently low, to be of great service toward procuring the dryness of this site. Should a new building be placed upon this spot, it would be wise to provide it with a high basement, mostly above ground.

The excellent condition of one-half of the play-ground, already covered with concrete, makes more conspicuous the wet and mud of the other half, which for some time after a rain is an unfit resort for children. This play-ground is peculiarly exposed to northerly winds, which come to it with unobstructed force across the Common. A higher and tighter fence would afford a much needed shelter.

III. The Naumkeag School on Lafayette street. This site has the disadvantage of narrowness, so that it has no play-ground; at recess, its scholars are turned into the street, which at this point is neither clean nor safe.

IV. The Saltonstall School on Holly street; V., the Endicott School on Boston street; VI., the Phillips School on Herbert street. All three require either completion or repairs of the grading and concreting of their yards. That your Committee are mindful of the evils of dirt carried into the school-rooms after a recess in a muddy yard, and of the discomfort and danger attending wet feet, is clear from the labor already spent to keep these school-grounds dry.

b. Are our school buildings substantially built so as to be safe against fire and storms?

This is a question for a practical builder, rather than for your reporter. Such an examination, as I have been able to make, leads me to call the attention of your Committee to the apparently light and weak construction of the Holly-street school house. This building is large, and exposes a broad

surface to the wind. Situated on a bluff, it receives the full force of the northerly blasts from across the Mill-Pond. A high wind shakes the building sufficiently to crack the slates and ceilings of the rooms, thus producing leaks, and an unpleasant feeling of insecurity to its occupants. An examination of the frame work of the building, where it is accessible, is not reassuring. Possibly a change in the form of the roof, by diminishing the surface exposed to the wind and by more firmly holding together the sides of the building, would give it sufficient strength.

The Herbert-street school-house, is also so suspiciously weak, that it would be wise to submit it to the inspection of some architect, to determine its safety.

I have discovered nothing which has led me to question the safety of the other buildings both against fire and storms.

c. Are the entries and stairways, in our school buildings, safe?

There are but few of our school houses which fail to meet this condition. In most, the wise rule has been adopted, of breaking the flights into sections by broad landings, so as to prevent falls over many stairs at a time. Among the few exceptions to this rule, are the very dangerous stairs in the Phillips school, elsewhere described, and the unbroken flight in the Endicott school, on Boston street. Most of them have broad entries communicating conveniently with stairways.

d. Do the school and dressing rooms connect directly and freely with the stairways? I have noticed but one exception to this rule; viz., at the Lincoln school on Fowler St. The arrangement here is extremely inconvenient and unsafe. The dressing rooms are narrow and reached only by cross-

ing one end of the school room. As children are likely to run for their hats and coats before leaving a building, the form and position of these rooms would occasion great delay, confusion, and possibly fatal obstruction, in case need was to remove the scholars quickly. This trouble admits of easy and inexpensive remedy, as any builder will detect.

- e. Are the outside doors made to open outwards? I have found no neglect of this precaution.
- f. Are the school rooms and entries of sufficient size to furnish an abundant supply of air to each scholar? Without going into exact estimate of dimensions, to see whether each pupil had the 220 cubic feet of space which is desirable, I have found our school rooms sufficiently spacious to well accommodate the number of scholars allotted to them, provided some efficient system of ventilation is adopted and used. The entries, however, in many of the buildings, while large enough for passage-ways, are not sufficiently large to give the amount of reserved warm air, which is required in the winter season, to renew the air of the rooms. The value of large halls or entries, when well warmed, as aids to ventilation, appears in such buildings as the Saltonstall and Bowditch schools; and the need of more spacious entries appears notably in the Lincoln and Browne schools. Whether or not there is need to make any alterations in some of the school houses, to enlarge the entries, should be considered when the question of adequate ventilation is discussed. But in the erection of new buildings, it is to be hoped, the importance of this condition will be felt and acted upon.
- g. Some system of ventilation should provide for the frequent renewal of the air of the rooms. That the importance of this condition has been felt, is evident from the large variety of expedients which have been adopted to

ventilate the school rooms. But the number of instances in which these expedients prove actually successful is small compared with the number of failures. The ventilating apparatus at the Bowditch school is admirably efficient, and receives the warm praises of the occupants and inspectors of the building. So also the effectiveness of the simpler apparatus at the Saltonstall school satisfies both Principal and teachers, and is worthy of further trial. With these two exceptions, there appears to be no school house whose ventilation is as yet adequately provided for. The most common apparatus in use is a wooden box, running vertically through one end or corner of a room, communicating with the external air, and with the room, by two apertures, one near the floor and one near the ceiling. In some places, as in the Brown and Bertram schools, instead of a wooden box, a small shaft of masonry is built, and an attempt to maintain a sufficient current of air in this shaft is made by carrying up through its centre, the smoke pipe of the furnace. The Pickering grammar school seems to be the only school without some form of ventilator. The old ventilators, as we are informed, being the source of troublesome leaks, were completely removed, stored in the cellar, and no substitutes provided. Yet this is by no means the poorest ventilated school in the city. In different schools, which have similar ventilating apparatus, the deficiency of good air is much more complained of in some, than in oth-This is due to four principal causes: 1. Differences in the size and construction of the building; 2. Differences in the quantity and method of distribution of the heat from the furnaces, and management of the furnaces; 3. Differences in the class of pupils; 4. Differences in the attention given by teachers to the means under their control. The faulty construction of the halls in the Phil-

lips, Browne, and Lincoln schools, not only gives but a meagre amount of reserve air, but prevents the freest circulation of air through the whole building. In the Phillips school, we have an example of the uselessness of contrivances for ventilation, which communicate with entries, without generous supplies of heat, and its distribution to the entries as well as to the rooms. Visitors to the Pickman Primary school on Dunlap Street, or the Browne Primary on Ropes Street, or the Endicott Primary on Boston Street, will be sufficiently impressed with Primary school odors, to appreciate the need of a more frequent change of air in such rooms, than is demanded by Grammar schools, whose scholars are more careful of their persons and dress. And careful inspection of all our schools will show, that with the exception of the Bowditch and Hollystreet schools, the teachers are able to get such small results out of the ventilating contrivances of which they have charge, that they are very generally indifferent as to whether their ventilators are open or shut. Good ventilation is not merely a matter of luxury, but a condition necessary to the best results from teaching. Without it, more or less mental torpor is induced, and those vital processes, by which ideas are incorporated in the brain, are vitiated and retarded. The evils resulting from lack of ventilation are not confined to the daily discomforts, but operating through long months and years, they may permanently enfeeble some constitutions. Moreover, without frequent change of air, the atmosphere of our school rooms will facilitate the communication of contagious diseases.

h. The method of ventilation should not endanger the health of the children.

Inspection shows that this very reasonable condition has been in the minds of our school committees, and that many

very ingenious efforts have been made to meet it. But these efforts are only very partially successful. Omitting the Bowditch and Saltonstall schools, of all the others it is true that their various devices for ventilation are so miserably inadequate, that the only perceptible relief is gained by opening the windows. In our climate, there are but few of the school days in a year when it is safe for a child to sit for hours near an open window, and frequent instances occur, as many a physician can testify, in which children and teachers have been made sick by colds taken from this To shield the children, a board is sometimes placed at an angle above the upper sash, so that when the sash is lowered, the entering air shall strike the board, and be deflected upward to the ceiling. This prevents the cold air from descending immediately upon the heads of those nearest the windows, and may raise the temperature of the outer air a few degrees, as it travels along the ceiling a few feet, before it descends upon the heads of those children who are nearer the middle of the room; but the air is not sufficiently tempered by this expedient to prevent its descent in dangerously cold currents. The board which has been placed beneath a lower sash, which has been raised about four inches for this purpose, is a safer contrivance, but in the absence of open fireplaces, or capacious and active ventilating flues, is a very inadequate expedient for securing fresh air. Moreover, in very cold or stormy weather, the windows cannot be kept open. Yet cold days form a large proportion of school days, and stormy weather is the time of all others when ventilation is most needed; for the wet shoes and garments of the children give off a combination of offensive odors, which only the compulsion of necessity can make endurable to scholars and teachers. The air at such times is not only deficient in oxygen, but is loaded

with refuse animal matter, evaporated from the skin, the lungs, and unclean garments, in quantities sufficient to prove depressing and sickening; and sufficient to make painfully apparent the inadequateness of the ventilating boxes to do the work required of them.

The methods by which these evils can best be controlled, is a question for experts. Your Committee will find a most satisfactory discussion of this question in an article on "The Ventilation of School Houses," by A. C. Martin, Architect, of Boston, published in the State Board of Health Report for January, 1871, page 370.

i. Are our schools furnished with a sufficiently ample supply of heat? The instances in which this requirement are observed are exceptional. The few in which no complaint is made are the Bowditch, Saltonstall, and Bertram schools. The others suffer in different degrees. Some like the Phillips, Herbert-street, and Lincoln schools, having many rooms, and others like the Bentley, Endicott, Browne Primary and Grammar schools, having a few rooms which are not well warmed in cold weather. The deficiency of heat has in some instances been so great as to occasion dismissal of the school on very cold days, as has happened in the Bentley, Herbert-street; and Lincoln schools. And in these and other schools, the greater evils have been incurred of keeping school with peril to the children, with a temperature but little over 50 degrees Fahrenheit, and of closing ventilators and windows in order to retain the little heat supplied. If the supply of fresh air is to be taken in through the windows, the heating apparatus must needs be of most generous capacity, so as to give a large surplus of heat which can be discharged with the foul air. But this method both of heating and ventilating leads to an exasperating play of extremes of temperature and of good and foul air, and demands a distracting alertness from the teacher to attend the registers, thermometers, and windows, and with the best efforts still subjects the scholars to special perils already mentioned.

The heating apparatus is too often constructed and used with too little reference to ventilation. The air boxes of the furnace connect directly with the external air, but they have also a slide and door by which the outside air can be excluded, and the supply of fresh (?) air can be taken from the cellar. During high winds or cold days, in order to keep warm, it is necessary to close the boxes against the outside air, and take the air from the cellar. dient is found to so greatly economize heat, that the temptation to take air from the cellar proves too often irresistible. Yet the instances are few in which the basement air can be safely used in this way. More generally the water-closets in the basements taint the air with a perceptible odor, so that it is not a safe supply to be furnished to the schoolrooms. I found but one instance in which the sole supply of one of the furnaces was taken from the basement; viz., at the Phillips School. But even in so unobjectionable schools as the Bowditch and Saltonstall, I found furnace air boxes open, so as to act as ventilators to water-closets. Although, I should add, that in both these instances the closets were very neatly cared for. To avoid the objections to using the air of a basement for furnaces, I think it would be well to connect the air boxes with a large chamber or room in the basement, which shall be tightly partitioned off, be kept scrupulously clean, and have openings through which the outside air can be freely admitted.

There is very common complaint in the schools of cold rooms at the opening of the sessions on winter mornings. So far as I have been able to learn, this is due to actual deficiency

in heating apparatus only in very few of the buildings. These are the Phillips, the Lincoln, and the Upham Schools. In the latter, there appears to be a bad leak in some parts of the furnace. In the other two, the furnaces are too small. Whether or not the furnaces in the other schools, where insufficient heat is complained of, are really equal to the work required of them cannot I think be determined, until a larger amount of Janitor work is furnished and spent, for this and other purposes to be mentioned. The instances are few in which the fires are replenished more than twice in twenty-four hours; so that the capacities of the furnaces are not fully tested. Moreover the inspection and replenishing of the furnaces is too often delegated to young and inexperienced persons, who have little judgment or interest in securing the best and most even temperature possible. A faithful use of the apparatus already provided may show that it can do all that is desired.

#### j. Are our schools well lighted?

The proper lighting of a school room has of late been studied with peculiar care. The incentive to this investigation has been the belief that near-sightedness was on the increase, and that the circumstances of school-life were responsible for the evil. Some of the first oculists in Europe, and in our own land, have written warning words to urge those who have charge of schools to so build and drill as to protect the children's eyes. Dr. Hasket Derby of Boston, in an article in a recent issue of the "Boston Medical and Surgical Journal," places first among the causes which promote the development of near sight, "work by insufficient light." Dr. Javal, "Director of the Laboratory of Ophthalmology at the Sorbonne," writes, "It is proved that the causes of short-sightedness are habitually a prolonged application of sight during childhood, combined with insufficient

light." There is but one of our school buildings in which the arrangement of the windows is such as to make it impossible to secure sufficient light in dull weather; that is the Phillips School, elsewhere described. In all the other buildings, the means for securing a sufficient quantity of light are ample, but require much care, and some accessories, to tone and direct the light.

There has been much discussion of the merits of unilateral light. On this point Dr. Javal writes, "The belief that bilateral light is injurious to the preservation of sight does not rest on any theoretical basis. According to most recent statistics, there are schools in which the light being bilateral, myopia is comparatively rare, and there exist others in which unilateral light is had under most favorable conditions, nevertheless myopia is as frequent as in the worst arranged schools." "Experience is certainly not in favor of unilateral light. Bilateral light should be preferred on all accounts. . . . " Among our schools, the new Bertram school is the only one which has been lighted on the unilateral plan. Yet the plan can hardly have its fairest trial as there applied, owing to the fact that the building has been wrongly placed, relative to the points of the compass. fact, we are informed by the Report of the Superintendent, due to "the demands of architecture."

Speaking upon this point Javal says, "great importance must be attached to placing the school toward the east, and the axis should be directed from north-north-east, to south-southwest; a deviation of more than 40° from the direction north-south should never be allowed, except in exceptional climatic conditions."

The present method of lighting our school rooms from two or three sides, while it has advantages, necessitates several precautions which are rarely observed. Its advantages are, first, the ability furnished to secure abundant light in dull weather; second, the ability to take or throw the light in any desired direction; and third, the ability to conveniently and thoroughly ventilate by windows in pleasant weather. In rooms so lighted, unilateral or bilateral light can be had at will, if the windows are provided with the necessary fixtures, to place them under the control of the teachers.

The evils likely to result from our present method, are: first, severe trial of the eyes by cross-lights; second, the necessity that either teacher or scholars shall face a row of windows, often made doubly trying by reflections from the walls or roofs of houses; third, the blinding of the eyes by light thrown into them, instead of upon the black-boards, almost universally placed between the windows. cautions to be used are, to furnish every room with blinds and light-tinted shades. The quantity of external light is so variable, that a room cannot be well lighted, unless the teacher has means to control the quantity and intensity of the light admitted. For this, blinds alone are insufficient. Frequently, when a portion of light needs to be shut out, the closing of the blinds produces too deep a darkness, or gives too great contrasts of light and shadow in different parts of the room. Tinted shades can be more generally used, and diffuse a soft, agreeable light. Yet shades cannot take the place of blinds; for when, at times, it becomes necessary to have the shades down, and the windows open, the winds move the shades to and fro, and so cause an aggravating play of light and shade, and a noisy rattling of the curtain, which disturbs the school. Here we may suggest that inside blinds, except on northern exposures, are objectionable, because of the heat they collect and distribute, from the sun.

A second precaution to be observed is to select shades of

soft tints. Otherwise a simple exchange of evils occurs. In the Pickering School, one end of the room is furnished with long yellow shades, which, illumined by a western sun, are a trying offense to eyes even moderately sensitive. The more desirable tints are the light gray or pearl colors.

A third precaution to be used is, to so quicken the attention of teachers to the quantity and direction of light they use, that they shall carefully control it, so as to make it agreeable to the scholars. It is of little value to provide the best means for controlling light, unless these means are faithfully used. No system of lighting can be arranged, which will not require watchful attention to cause it to produce its best effects. Our teachers have to deal with such a variety of exposures, and such large numbers and directions of windows, that nothing can give the needed relief, unless, with much faithful painstaking to protect the children's eyes, the teachers judiciously manipulate the blinds and shades.

A fourth precaution is, in all school-rooms which are lighted from two sides, to abolish the use of black-boards between the windows, and in all rooms lighted from three sides, to have the invariable rule observed, that black-boards between windows shall not be used until the blinds and window shades to the windows which flank them have been previously closed.

The experiment of painting the black boards with some neutral tint has been found agreeable to the eye, in both the Saltonstall and Bowditch Schools.

It is a common custom to continue the line of black-boards all around the room, for the sake of producing a symmetrical border,—an expedient architecturally pleasing perhaps, but judged according to the familiar saying, "Pretty it is to be pretty, but prettier far to be useful," may be called upon to yield space to some more appropriate device.

A fifth precaution is, to have the custom of placing plants in the windows under such supervision that it shall not interfere with the necessary use of blinds and shades.

k. Do the water-closets, provided for our schools, safely and completely meet all reasonable demands?

Much care and money have evidently been spent to construct these troublesome appurtenances, so that they shall create no danger to health, nor give rise to any annoyance, and in the larger number of instances with much success.

Among the best planned, and most practically successful closets, are those in use at the Bowditch, Saltonstall, Skerry-street, Bentley, High School, Broad-street Primary, Phillips, and Browne Schools. Yet even these arrangements require a few accessories, to make them what they should be. They all require better ventilation. The water-closet in the Bowditch School, which is now ventilated largely into the main area of the basement, whence a part of the air is taken to be heated for the rooms above, can be easily connected with the main ventilating shaft, so that the current will be into, instead of out from, the closet. The proper method of ventilating the other closets must be determined by the system selected for the general ventilation of the buildings to which they are attached. But some thorough plan should The half-way measures now adopted prove be devised. inadequate. With the most careful use, the escape of a certain amount of injurious odors and gases from these closets is unavoidable, and with the careless use of children no water-closet can be in the basement of a school-building without offense, unless it is most actively ventilated.

An additional reason for ventilating these closets is found in the fact that the basements, in which they are placed, are used for play-rooms in stormy weather. Were there no water-closets in them, these basements should never be used

for play-rooms, unless some special provision is made for their thorough ventilation; because of their liability to dampness and to the accumulation of injurious gases. But the presence of evaporations from urinals and closets, diffused through a basement, needs only to be mentioned to suggest the need of an immediate and positive remedy. Of all the water-closets in the different buildings, it must be said that there is not one which is free from unpleasant odors of different degrees of strength and pungency. This is due primarily—aside from the fact of deficient ventilation—to the deficiency of janitor work. Nothing but the most scrupulous cleanliness, procured by daily or semi-daily flushings, washings, and sweepings will suffice to keep these places from becoming offensive. Yet the care they receive is too often of the most superficial character, as may be seen by the accumulations of deposits. A notable exception to this statement is found in the Bowditch school, whose janitor, with a zeal begotten of genuine interest in his duties and with a constancy made possible by the appropriation of his whole time to the care of this building, scrubs and washes the closets into the best condition their construction admits. To other janitors, too much work is assigned to secure the thorough performance of the services required. One of these janitors has a school on Skerry Street, another on Fowler Street, and another far up on Boston Street to take care of. The rate of his compensation does not imply the expectation that he shall give his whole time to these buildings; yet were his whole time so devoted, it would be extremely difficult for him to maintain the fires in cold weather, shovel the sidewalks, thoroughly sweep the rooms and closets, and cleanse the water-closets and yards of all these schools so that they would bear even a lenient inspection. We have seen no provisions against uncleanliness

about water-closets which can obviate the need of the labor of a janitor, repeated several times daily, as at the Bowditch school, to keep these regions inoffensive. To make it possible for any man to keep the urinals free from repulsive odors, some provision should be made for the drip, which necessarily occurs during their use. This drip at present goes on to a rough and porous cement floor, which after a time becomes saturated, and cannot be cleansed. I would recommend the use of a broad slate slab, which should incline toward the main trough, and also toward its outlet, so that it can be easily flushed with water and cleansed with a broom.

Partitions in the urinals at the Browne school make it difficult for the janitor to properly cleanse the trough.

At the Pickman school on Dunlap Street, the Endicott school on Boston Street, the Lincoln school on Fowler Street, the Phillips school on Herbert Street, are privies over vaults which need repairs, until they can be replaced with arrangements more in keeping with our modern civilization, and more in keeping with the design of educational institutions, which should train children out of brutish ways into modest and cleanly habits. The out-building at the Pickman school is utterly unfit for use. Its construction is not encouraging to efforts at cleanliness. It has been hopelessly neglected, and its condition is filthy and brutalizing. When it is replaced by a new one, as it should be, provision should be made for entering it without exposure to inclement weather. This is a precaution of no small importance, which needs to be observed in the arrangement of all the privies, which are placed at a distance from the main building. For if children are obliged to go through a snow or rain storm, or winds near zero in temperature, in

order to reach a water-closet, they will neglect as long as possible the calls of nature, and induce constitutional habit which are productive of weakness and sickness; or by obeying the calls of nature, they are dangerously exposed to incurring severe colds.

Special complaint is made, that the locks on the privy doors at the Pickman school become filled with water, which freezes and prevents the use of the key.

At the Endicott school, the privy requires some refitting and thorough cleansing. The urinal trough is placed too high, and is leaky, and being made of wood is saturated and offensive. Of course the floor is made filthy, and the same neglect which appears here is seen also on inspecting the seats. The above account of the Endicott school outbuilding, may be applied to that of the Lincoln school.

I found the privy at the Phillips school on Herbert street unclean and its trough-pipe clogged. In all these out-houses, it is apparent that they receive much less supervision and cleansing labor than the water-closets, and yet aside from their location they require more. Nothing less than a semi-daily cleaning of these places should be exacted from all janitors, who should be required to report to teachers all violations of rules of cleanliness which they may detect.

At the Bentley school, complaint was made of odors from the water-closets, which in damp weather made the rooms just above them oppressively offensive. I could detect no leak to account for this trouble, and was led to refer it to the insufficient ventilation of the closets, and to the unavoidable accumulations upon the sides of the receivers, which in so large a school are sure to cause great offense, unless they are washed away by the janitor, at the earliest opportunity.

A similar trouble exists at the Skerry-street School, where

the lower entry and rooms are at times filled with disagreeable smells from the basement. Here in addition to the defect in the construction of the floor by the urinals, already mentioned, I noticed that the wash pipe is placed too low to cleanse the surface back of the urinal trough, so that a large unclean evaporating surface causes much trouble.

At this school my attention was called to the need of ground glass to the windows to the closets on the girls' side, to protect them from the gaze of boys whose play-ground adjoins the windows. The instinctive seclusion sought in attending to the duties of nature is not sufficiently regarded at the Phillips school on Essex Street, nor at the Lincoln school on Fowler Street, where partitions are needed, nor at the Broad-street school where a separate passage-way is needed, that the entrance to the boys' and the girls' water-closets may not be used in common.

l. Are the desks adapted to the size of the scholars? The answer to this question is both affirmative and negative. With very few exceptions, there are two or three sizes of desks in the same room. Usually the smaller desks are in the front row, on the supposition that the younger children will need the most watching, and the larger desks are placed in the rear. If the desks therefore were apportioned according to stature, the children would be well provided for. But the practice prevails of assigning seats according to scholarship. So very large children are found cramped into small front seats, and small children are on chairs too high, and at desks too tall and distant. Either the seats should be distributed with chief regard to the forms of the children, as the present arrangement of the desks requires, or if the present system of seating according to rank is of sufficient importance, a few adjustable seats should be provided in each row, to accommodate children of exceptional stature. For it is of great importance, that, while the rapid changes of physical development are taking place, the postures of children during their years at school-desks shall be favorable to strong and healthy forms.

m. Is sufficient caution used to exclude from school, children who might bring with them the contagion of disease? We can speak in the most commendatory manner of the zeal of teachers and of the Superintendent in this matter. A weekly inquiry of the scholars is made to ascertain whether sickness exist in the households from which they come, and scholars from homes in which contagious diseases prevail are excluded until a certificate from a family physician permits their return. The form of certificate, now required of physicians, should be reconstructed, to bring it within the power of physicians to sign without corrections. The clauses which read, "and that since the said day, there has been no infection from any of the aforesaid diseases; and if any other contagion has existed in said house, danger from that source has now ceased," are statements whose truthfulness no physician can guarantee. For it is a well known fact, that after the most painstaking efforts at disinfection, some unnoticed spot or article of apparel or furniture sometimes proves the lurking place in which contagion remains undestroyed. I would suggest the following form as more acceptable to medical men.

"I hereby certify that in the house (or isolated section of a house), in which . . . . . . resides, there has been no sickness from Small-pox, Scarlet fever, Diphtheria, or other contagious disease, since the . . . . day of . . . . . 18 , and that said house has been properly cleansed and disinfected, so that the aforenamed pupil may in my judgment safely attend school."

..... Family Physician.

n. The rule which requires a certificate of vaccination, as a condition of membership of our schools, was receiving a particularly vigorous enforcement during the past summer, showing that its importance is realized by those whose duty it is to execute it.

The school-building which most completely meets all the requirements we have enumerated, and with which we have tested the schools, is the Bowditch School on Dean street. Its heating and ventilating apparatus deserve special mention for their efficiency, and the value of an abundance of faithful Janitor work is here strikingly illustrated in the cleanliness of the water-closets, and of all parts of the building, and in the equal temperature, which is a source of great comfort to all the occupants. In contrast with the Bowditch School, we place at the other extreme, as a building all things considered the least adapted to school work of any in the city, the Phillips Primary School on Essex street, whose condition I have already reported.

While inspecting our schools, I have been most pleasantly impressed with the many evidences of thoughtful endeavor to make the schools of Salem safe, pleasant, and healthful. Several of our school buildings might serve as models, after a few trifling and inexpensive adjustments of some of their furnishings. And while there are some which have serious faults, there is not a building which does not somewhere show progressive endeavors, to put it in proper condition to meet the needs and provide for the comfort of our children. In the few suggestions which I have offered, to those who have our schools in charge, I am confident that I simply urge the more rapid and general carrying out of their own ideals.

Respectfully submitted,

A. H. Johnson.

### REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 20, 1880.

The First Visiting Committee, in presenting the Annual Report, required by the Regulations, can say very little more than repeat what has been said by them and their predecessors for several years past, in relation to the condition of the High School.

The only change in the organization of the school, during the past year, was the reduction in the number of teachers.

It was found that it would be practicable to make such reduction, and dispense with the services of one of the assistants. In the absence of any other reason for discrimination, it seemed to this Committee that justice required them to part with that teacher who had been most recently appointed. And in pursuance of this judgment, they suggested to the Committee on Nominations then recently constituted, that, in reporting nominations for the High School, they should omit the name of Miss Dunn. It is no more than an act of duty for us to state these facts in this public manner, that it may be understood that the failure to recommend Miss Dunn for re-election, was for the reasons here stated, and from no want of appreciation of her excel-

lence as a teacher, which had been demonstrated by so many years' service in the various public schools of Salem.

The number of pupils in the school has not varied materially from that which it has contained for a few years past. The details will be found in the Report of the Superintendent.

The work of the school has gone on quietly and successfully during the year. The teachers have individually and collectively performed their arduous and responsible labors with zeal and assiduity, and are entitled to this renewed expression of the confidence of the Committee, the Board, and the community.

Respectfully submitted,

STEPHEN B. IVES, JR., J. P. FRANKS, S. F. CHASE,

First
Visiting
Committee.

### REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 20, 1880.

The Second Visiting Committee, in presenting their Annual Report, are pleased to record the fact that the condition of the grammar schools during the past year will compare favorably with any former year.

We cannot impress too forcibly upon this Board the importance of maintaining in the grammar grade of our school system the highest standard of perfection attainable in that course of instruction. It is here that the majority of scholars finish their education, and those who enter the high school acquire that thorough training necessary to a successful pursuit of the higher branches. For those who graduate so early from the school room to enter the walks of life, we must always feel a particular solicitude, especially that large class compelled by circumstances to rely upon their own resources for a livelihood. The demands and wants of the present generation cannot be determined by making invidious comparisons with the past. We live in an age of thought, and progress should be the watch-word. To retrieve one retrograde step may be the expense of a life-time. We would therefore respectfully urge upon the attention of all

interested in the cause of education the necessity of their influence in behalf of our public schools, believing in the principle that in conducting our schools there should be a due regard to economy, but not a spirit of penuriousness.

One circumstance which has contributed in no slight degree to the success and progress in the grammar schools, during this year, is the fact that there have been but few changes in the corps of teachers. With the exception of the resignation of one of the assistants in the Bowditch, and one teacher transferred, and the resignation of another assistant in the Pickering, no other changes have taken place. These vacancies were duly filled by appointments of teachers who were elected.

In the Phillips grammar, it was necessary at the beginning of this term to form a new class, as the number of scholars entering from the primary schools could not be otherwise provided for. A room in the third story of the Essex Block on St. Peter street was engaged for the accommodation of this class. This room, though elevated, light, and airy, is not so entirely adapted to school purposes as your Committee might wish. The scholars are obliged to occupy the public streets for a play-ground, there being no yard suitable for that purpose. There are now three fifth classes in this school: one in the Herbert-street building, another in the Phillips building, and another as stated in the Essex Block. It is apparent to every unprejudiced mind that this state of things should not longer exist. We would therefore again, as we have before, call the attention of the City Government to the urgent necessity of either erecting a new school-house or altering the present Phillips building in order to furnish proper accommodations for both the Phillips grammar and primary schools.

There have been introduced into the grammar grade during the present term reading recitations, which have been conducted under the direction of the Superintendent. This new feature, although undertaken as an experiment, has proved a success, and meets with the approbation of the teachers. For the purpose of conducting these exercises, the Hall in the Bowditch school-house has been occupied. The object of these recitations is to accustom the scholars to public reading, and to cultivate a greater degree of independence than they would otherwise acquire in the school-room. It not only stimulates those who now excel in reading to improvement, but it has a tendency to remove that lack of confidence others have in themselves. It has been the practice to have the different schools meet for this purpose as often as practicable on those days when it would cause the least interference with the regular studies.

In text books, there has been no change during the past year. Some of the teachers have expressed a wish that the first classes might be furnished with additional reading matter, yet we have not thought it best to supply any new books, as the change made last year in favor of the books now in use was chiefly through the suggestions and recommendations of the teachers themselves.

We would call the special attention of the teachers to the matter of penmanship. Upon an examination of the specimens in the possession of the Superintendent, it is noticeable that the girls excel the boys in this branch. We do not refer to the cleanliness of the specimens, for in this respect they will all bear scrutiny, but we refer to the manner of the formation of the letters and the smoothness and evenness with which they are made. This leads us to inquire the cause of this difference, whether it is the fault of the teacher or the careless style of the writers. We are not inclined to attribute it to either, because we think other causes would account for it. It is a fact with which we are all familiar,

that boys are accustomed to more violent exercise while playing than girls, which has its effect upon the nervous Any one to write a smooth, even hand should be free from excitement. The teachers undoubtedly are mindful of this fact, but we give these hints for their consideration, as it is for them to determine what part of the day scholars should practice penmanship.

In closing this Report, we would express our sincere regret that one of our number recently resigned his position on this Board, and we have no hesitancy in testifying to the interest he always manifested in all questions pertaining to the welfare of our schools.

For details, we refer to the Superintendent's Report.

For the Committee,

CHARLES SEWALL. Chairman.

#### REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 20, 1880.

We hail with pleasure the evidences of an awakened interest in our schools. The daily press has but reflected the sentiments of the public, that parents should know more of the schools where their children are being educated, that not only must the School Board be very carefully watched lest extraordinary outlays may be made, but the modes of teaching should be better known. Our schools need this supervision; an interest displayed by parents and friends will develop a *deeper* interest on the part of the pupils. would be better that an over-zealousness should characterize our work than that apathy should prevail. When our citizens arouse to a sense of their duties and determine that no longer shall the schools be left to the sole care of superintendent, teacher, or committee, when the instruction room shall become as well known to the parent as is the nursery, then may we banish all anxious thoughts lest injustice or wrong be done, and know that all are working for a common end,—the improvement of our educational department. If incessant labor prevents continuous visits on the part of any parent, let the day's work of the child be discussed in

the home circle so that a bond of interest shall be established, reaching from the hearth-stone to the school room, uniting in one harmonious whole the teacher and the taught, the parent and the friend. Conversation with our teachers will develop the fact that children work with renewed vigor after a little home-talk concerning the lessons which have been assigned. Will not our parents realize the power lying in a sympathetic co-operation with their little ones, who need but a word of encouragement to pour out the griefs and joys of their school life? The primary schools which are under the immediate charge of this Committee have special claims on the public interest. The step from the nursery to the school room is a matter of consequence to the child who leaves a mother's care and accepts the guidance of a stranger as teacher. Do we realize the importance of securing for these lower rooms the most gentle, wise, and sympathetic teachers? The statement is frequently made that any young girl who has graduated from a Normal School is fitted to teach in any of our primaries, where an experience can be gained which shall prepare her for higher work. We desire to express our entire disapproval of such remarks, realizing as we do the necessity for exercising the greatest care, lest an irreparable injury be inflicted on the plastic minds and hearts of these little ones.

The past year has witnessed no radical change in textbooks in our primary schools. In some, additional reading matter has been introduced, in order to give variety to the style of reading, and prevent the memorizing which is so apt to follow repeated practices of the same lesson. This call for supplementary matter is an urgent one; the child who can thus acquire a knowledge of general reading, showing an ability to master at sight any work fitted for his or her years, has accomplished more than has one, who, by constant repetition is able to read selections from one particular book more fluently or even correctly. The use of Our World as a reading book, treating of geographical matters, has been productive of good results in some schools, especially since the abandonment of text-books in geography.

The good effects of the rule adopted early in the year, regulating the time of admission to the primary schools, is shown in the more uniform classification of the lowest rooms. With but few exceptions, and these admitted by the Sub-committee for special cause, the children have entered during the early days of April and September.

Our schools have suffered from cases of extended absence and repeated tardiness. Many of the former were due to the presence of some contagious disease in the house, and some of the latter seemed more the fault of the parent than of the child. We urge upon all the importance of punctualityin school duties. The careless, easy habit of remaining at home for slight cause, and the indifference to the hour of opening thus formed in early life, will surely affect the future lives of these children. With the active, earnest cooperation of parents, much of this evil will be abated. The school buildings have been wonderfully improved during the past season; comforts have been added, repairs made, and the surroundings brightened. For the details of these improvements, we refer to the Report of the Superintendent.

On March 8th, of the current year, the new Bertram School was formally dedicated and turned over to the Board. For two years this school, once located on Holly Street, has been scattered because of lack of accommodations. During this time the work of the school was seriously impaired, while children and teachers endured discomforts which caused a deep appreciation of the pleasant and com-

fortable house which has been provided for them by the City Council. A large audience availed themselves of the opportunity to be present at the opening exercises, which were of a very interesting nature, the following being their order:

Prayer, by Rev. J. P. Franks; Delivering of keys, by W. D. Dennis, Architect; Details, cost of building, &c., by Alderman Geo. R. Emmerton; Address by Robert S. Rantoul, Esq.; Remarks by His Honor, Mayor Oliver, and by Mr. Walton of Lawrence. The singing was by pupils from our schools.

Soon after the dedication, a change was made in the district limits, and a fourth room opened, which was placed in charge of Miss Kate E. Batchelder, who was transferred from the Prescott School for this purpose. The walls of the rooms have been enriched by thirteen beautiful pictures, presented by the gentleman for whom the school was named.

There seems to be a difficulty in properly lighting the rooms which is yet unsolved. The building faces the west, inside blinds being thereby rendered necessary for the protection of the children from the rays of the sun. In consequence of this, there is a lack of sufficient light in the morning and latter part of the afternoon, which must of necessity injuriously affect the eye-sight of the pupils. We would advise an examination of the basement of this building, in order that a better system of ventilation may be arranged.

We would again call the attention of the Executive Committee to the needs of the Lincoln School. Owing to the large expenditures on the Upham and other schools, nothing was done to provide the needed dressing-rooms in this building. In our Report of last year, the detailed needs of this

school were explained, and we trust that during the coming year they may receive merited attention.

In the Oliver School, there is need of a basement exit for the girls, upon the westerly end of the building. The teachers and pupils of this school were greatly pleased, on their return from the November vacation, to find suspended from the easterly wall of the Principal's room a beautiful engraving of our honored Mayor, whose name has ever been intimately connected with the building wherein he faithfully served as teacher of the English High School, more than fifty years since. This picture was presented by his daughters, and will ever be dear to those who may assemble within the walls of this Oliver School, so blessed in memories of former years.

At the Prescott School, considerable inconvenience is experienced from a depression in the concrete walk, where the boys form their line. This could be easily remedied, by the use of planks or by regrading this particular section.

The Pickman School was one of those passed by, during the summer vacation, though suffering for certain comforts. We would urge upon the Executive Committee attention to the needs of this school as detailed in the Report of last year. In addition to this, there is trouble arising from defective drainage of the land. The hill on the northerly side sheds its surplus water into the school-yard, from which no sufficient outlet is provided. In consequence of this evil, the yard is frequently flooded, seriously interfering with the convenience of teachers and pupils.

The hope expressed last year, of better accommodations for the Phillips Primary, failed of realization, because of a slight difference of opinion in the City Council regarding plans for alteration. We trust that the urgent needs of this school may be made so clear to the incoming Administration, that immediate steps will be taken to furnish suitable accomodations.

There have been few changes in the corps of teachers, which is a cause for congratulation. Our teachers, as a class, give such general satisfaction, by their faithful performance of duties, that frequent changes are to be deprecated causing, as they do, a break in the regular work of the school.

In the Prescott School, the vacancy created by the transfer of Miss Kate E. Batchelder to the newly opened room at the Bertram was filled by the appointment of Miss Kate M. Gray. In the Carlton School, the resignation of Miss Patterson, in June, left a vacancy, which has been filled by the appointment of Miss Laurette P. Emerson.

At the Browne Primary, No. 1, the vacancy caused by the transfer of Miss Ada B. Pike to the Naumkeag School has been filled by the appointment of Miss Mary J. Bigelow. In September last, Miss Carrie Proctor of the Lincoln School resigned her position, to date Oct 2d, and Miss Abby B. Skinner was appointed to the vacant position; but in the cases of the last three appointments, there is a probationary course to be completed before their names are submitted to the Board. This is in compliance with the ruling of the Committee on Nominations, who have the supervision of all appointments. In the Bentley Primary, Miss Sarah E. Honeycomb, owing to continued sickness, has performed no duty in school since last February, different substitutes having had charge of the room.\*

In the early months of spring, the crowded condition of the third and fourth rooms of the Oliver School, and the fourth room of the Endicott School, necessitated additional

<sup>\*</sup>Has now resigned.

teachers. The Board authorized the employment of assistants in these rooms, at salaries of twenty dollars per month. Misses Lizzie T. Lyon and Belle G. Hodgkins were appointed at the Oliver, and Miss Alice M. Jenks at the Endicott, where their services have proved invaluable in caring for the additional classes which were formed. Our limited accommodations in the Phillips Primary, where there are one hundred children in the lowest rooms with but two teachers to look after them, will necessitate a similar assistance, should the remodeling of the building be again postponed.

It is with pleasure that we note the growing custom of noticing the State and National Anniversaries with special exercises. Our schools are truly American, and every word or act which shall impress upon the minds of the children. that they have a country worthy of their regard and pride will help annihilate all divisions of race or nationality, merging in one grand citizenship every inhabitant of our land of whatever age, race, sex, or condition. On the 100th anniversary of the adoption of the State Constitution, the Superintendent thoughtfully notified the teachers that special exercises would be in order for the day. These exercises were varied according to the interest and inclination of the teachers, but at ten o'clock in the morning the children of all the schools, assembled in their respective rooms, sang our national anthem, America. The remarks made by teachers and committee were in keeping with the spirit of patriotic devotion manifested during the early days of our history, while the beautiful and tasteful floral decorations appealed to the finer instincts of the pupils. The teachers of the Bertram School gave a reception to the parents and friends of their pupils during the month of May, the beneficial effects of which were noticeable in the bright faces of the participants and the renewed interest in their school

work. We would encourage all such occasional exercises, feeling sure that thereby a more perfect bond of union between home and school will be established. The placing of cabinets in many of the school-rooms, where are arranged the collections of the children, has awakened a desire for knowledge in the direction of natural productions which is intensely interesting and helpful. The presence of plants and pictures in a school-room tends to soften the rudeness of the boy and the levity of the girl, just as the gentle rebuke of a loved and respected teacher is more efficacious than a severe and loud-spoken command. Our teachers need to study the natures of the little children confided to their care, so faithfully and well that they will be able to understand the cause of unusual dereliction and apply the proper remedies.

In one of our primary schools, at least, a regularly organized system of relief is in operation, whereby the poorer children are quietly furnished with suitable clothing by those who have been blessed with greater abundance. The plan is one which must commend itself to all who realize how often it is that children are detained at home because of lack of suitable garments to protect them from the inclemency of the weather. If the parents and teachers will interest themselves in the movement, a large amount of good can undoubtedly be accomplished and many a hard working mother's heart made glad by the receipt of that which her child so sadly needs. This is but one side of the helpfulness, for, deeper than the happiness of the recipient, is that which shall come to the heart of the little giver, who is thus forming habits of unselfishness and generosity which may blossom into benefactions to mankind in later life.

At the assignment of Committees, in January last, we enjoyed the companionship of a lady whose interest, ability,

and conscientiousness assured us that we were to be highly favored during the eoming year by sound advice and earnest co-operation. Soon after assuming charge of the Browne School, this lady, Mrs. Lurana N. Almy, was obliged to abandon all thought of active work, owing to the presence of a severe sickness, which terminated fatally on the fourth day of April. Although the term of her service with us had been short, and a painful illness had deprived us in those early days of needed counsel, yet the sympathetic chord which bound us had been so touched by her cheerful presence and uncomplaining life, that the upward step which carried her to a higher and dearer sphere of duty left us with a vacant place, which we felt could not easily be filled. The peculiar qualification of this gifted lady, for the work to which the citizens of the ward had called her, were such that a service numbered by days rather than months had sufficed to endear her to the teachers and pupils of the schools with which she was connected. In the change which has come to her family, whose lives have been made more beautiful by the clustered association of the home circle, we offer our heartfelt sympathy.

In June, Mr. Chas. M. Buffum was elected to fill the vacancy occasioned by Mrs. Almy's death, and was assigned to the Browne School.

For statistical information regarding the schools, we respectfully refer to the Report of the Superintendent.

For the Committee,

JOHN R. LAKEMAN, Chairman.

# REPORT OF COMMITTEE ON NAUMKEAG SCHOOL.

CITY OF SALEM, In School Committee, Dec. 20, 1880.

The migratory experience of this school, during the past year, has been peculiarly unfortunate for steady and progressive work. In our last Report, a recommendation was made looking toward the establishment of a large ungraded school, by consolidation of the Naumkeag and Browne Primaries. Although the School Board failed to see the wisdom of the proposition, yet we feel sure that in the future such a school will be established. When the City Council decides to make the necessary alterations and improvements in the Phillips School building, that located on Herbert street will be vacated, and, we trust, assigned to the Naumkeag for occupancy. This will give four good-sized rooms, conveniences to which we have been unaccustomed, and, for the first time in its history, a play-ground sufficient for the use of the pupils without trespassing upon the public streets. It is not difficult to foresee a grander sphere of usefulness, more abundant opportunities to reach a class which is not reached in our graded schools, and the ultimate successful establishment of a school where privileges will

be sought by parents from different portions of the city, whose children need special training in certain branches.

The discussion and recommendation of last year resulted in the call of our Principal, Miss Lucy W. Files, to the Bowditch Grammar School, where the work was more congenial and the days of rest more frequent. Miss Eliza J. Murphy succeeded to the vacant position, and the attendance had so largely increased that a temporary assistant teacher was allowed by the Board; Miss Caroline M. Littlefield receiving the appointment. A vacancy occurring in the corps of teachers at the Pickering Grammar School, the position was tendered Miss Murphy and by her accepted. Miss Littlefield also terminated her connection with the school at this time. Miss Ada B. Pike was next appointed Principal, having been transferred from the Browne Primary for this purpose, and Miss Sarah P. Clemons, assistant. In consideration of the fact that the school had changed, materially, since its formation, and that no harm could result from a change which would enable us to secure the services of suitable teachers to fill the vacant position, the Board granted the same vacations which are allowed the graded schools, and made the position of assistant a permanency. These teachers are at present in charge of the school, and faithfully performing the required duties.

The City Council, having decided to build a new hose-house on the site of our school-building, authority was obtained from the Board to locate in some suitable quarters until permanent accommodations could be secured. It is the earnest desire of this Committee that these should be found in the Herbert-street School, since no unoccupied rooms can be found which will furnish such conveniences and pleasant surroundings. From May until the close of the summer term, our school assembled in the vestry of the

Methodist Church, on Harbor street. During the long vacation, it was deemed advisable to remove the school into the hall on the third floor of Phænix Building. Owing to a notice lately received, another move is rendered necessary. the society controlling the hall having use for it, during the day, after the first of January. During the Christmas vacation, we shall probably complete preparations for occupancy of the rooms on the corner of Central and Charter streets. This Committee would not advise any attempt to locate a portion of the school in the hall connected with the new hose-house on Lafayette street, for various reasons. There is not sufficient room for the whole school, which is liable to a large increase in attendance during the coming month, and a division of classes would interfere with the work which should be largely under the supervision of the Principal. The expense of furnishing the new hall, no provision for which is in the building contract, would more than pay the rental of the rooms about to be occupied for the remainder of the school year. In case of a division of the school, the Committee know of no suitable room which could be hired for the use of those who were excluded, at a lower rate than will be paid for these which are engaged. Either of these objections is of sufficient weight to influence the minds of the Committee while, in addition to these, they know that the permanent location of a school on the site once occupied by the Naumkeag, on Lafayette street, where the children, being obliged to play in the street, were more or less a cause of annoyance to the neighbors, would be ill advised, because of this and also lack of internal conveniences.

During the prevalence of the dread disease which, by the faithful management of the Board of Health, was prevented from becoming an epidemic, it was deemed advisable to

close the school for two weeks, as most of the children came from the infected locality.

The number of pupils at present belonging to the school is 55; the number attending since Sept. 6, is 80. During the months of spring and early summer, the attendance is very much greater, as at that time we receive a larger number from our manufacturing establishments.

The vacancy caused by the death of Mrs. Almy, whose sympathies had been deeply enlisted in the work of this school, was filled by the appointment of Mr. Chas. M. Buffum.

For the Committee,

John R. Lakeman, Chairman.

# REPORT OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM, In School Committee, Dec. 20, 1880.

The Committee report that these schools were continued in operation from the date of the last Report until the first Monday in March, as required by the regulations.

There was a reduced attendance as the season progressed, as has been the case in previous years.

These schools were reopened Nov. 1, and have been continued to the present time.

Miss Margaret A. Dunn was appointed Principal of the Phillips, with Miss Annie V. Ward as first assistant, and Miss Charlotte M. Newton as Principal of the Girls' School.

There are at present four assistant teachers at the Phillips, and one at the Naumkeag.

The number of pupils recorded at the Phillips School is 149, with an average attendance of 83. At the Naumkeag, 53 are on record, and the average attendance is 25.

The small pox alarm and the attendant compulsory vaccination has affected injuriously the attendance, and the removal of the girls' school from South Salem to St. Peter Street has also had its effect in diminishing the attendance at that school.

It was hoped that the removal of this school to its more central location in Essex Block would cause an increase in the number of pupils, but such has not as yet been the case.

No changes have been made in the studies taught. They are reading, writing, spelling, and arithmetic, and, at the Phillips, book-keeping.

It is to be regretted that a larger number of those for whose especial benefit these schools were instituted do not avail themselves of their advantages. The Committee know of no reason why the attendance should not be greater, and they have no suggestions to make whereby it can be increased.

The suggestion has been made that in addition to the studies pursued at the girls' school, sewing might be introduced to advantage.

The Committee cannot refrain from a word of commendation of the teachers employed. They have been faithful and earnest, and richly merit the thanks of those they have benefited.

For the Committee,

GEO. RUSSELL,

Chairman.

#### REPORT OF COMMITTEE ON MUSIC.

CITY OF SALEM, In School Committee, Dec. 20th, 1880.

The Standing Committee on Music respectfully report that the prosecution of this branch of study, during the past year, has been in such form and by such methods as the judgment and skill of the Musical Supervisor has dictated and permitted. The conduct of affairs, under direction of the present incumbent of that office, has been during far too short a time to allow of any manifestation of results which are clearly defined as accomplished by his administration; but we feel justified in hoping that, should the office be continued and backed by a sympathizing Committee, the conditions attendant upon this study in the future will take such form and be so decisive in their presentation as to convince even the most skeptical of the value of its pursuit. The reasons for this hope are two-fold: one being founded upon a demonstration on the part of the scholars themselves; and the other, upon faith in the methods employed. On the first day of July last, the pupils of the upper classes of the Grammar Schools were gathered at Bowditch Hall, and there united in a public rehearsal of pieces, which they had practiced in their separate school rooms. The only preparation made for this exercise was the notification to the

teachers of the pieces which were to be sung, and the practicing by the scholars of those pieces as their regular musical work at its alloted time.

The scholars, as a whole, had never been brought together before and were entirely unaccustomed to singing in a large hall, and yet, in spite of these disadvantages, the rendering of their work was in such a manner as to draw forth hearty applause from their assembled friends, and win the commendation of persons competent to judge of music and its performance.

With regard to methods, they combine with the instruction and development of the musical faculty, so much that bears directly upon and coincides with other faculties of the mind and other intrumentalities which tend to the enlargement and deepening of human nature, that they are of themselves arguments and bulwarks in its support.

A brief indication of these methods is all of which this report admits; but if members of the Committee, or parents who feel doubt as to the wisdom and profit of this branch of our school work, or who feel any interest in the subject, would visit the schools, especially the primary branches or the lower classes in the Grammar Schools when the Supervisor is engaged in his operations, or when the regular teachers are conducting the musical exercise, we have no doubt whatever that their judgment will be that the study of the simple elements of music, as pursued with us, is capable of conferring benefits in directions of which the uninitiated are wholly unware. To the great mass of adults of the present day, written music is a dead letter. Its symbols are cabalistic, and convey no more to their intellectual apprehension than the hieroglyphics of a forgotten century.

The belief is very general, that a knowledge of the mean-

ing of those symbols, and the rules which govern their arrangement, is of benefit to those only who, by reason of their peculiar natural abilities, find their uses necessary and convenient. But, these characters of occult meaning to the unlearned, can, by skillful analysis and illustration, be brought within the comprehension of very youthful minds, and their study serve as an incentive to effort and a development of qualities which are needful in the prosecution of all studies.

In beginning with the youngest primary scholars, the teacher makes no use of what are known as musical notes, but, giving the children examples of sound, covering the third, fifth, and octave, they are exercised for a time upon those tones until they become familiar and easy. He then explains to them that the lowest sound that they give is called one, and places one upon the board as its symbol. The second sound which they give he calls three, and places it in turn upon the board. These are followed by others in their proper order.

With very little practice, they learn to give the sounds which the figures indicate, and these figures are then arranged in the form of a melody pleasing to the childish ear and which they learn with alacrity and to which they speedily attach words. By these gradual and extremely natural stages the pupil is drawn on, until, before he leaves the primary school, a staff is constructed, notes are placed upon it and he learns their significance relatively as to time, and that their place upon the staff indicates the tone to be given to each.

In all this, the strictest form of attention is needful on the part of the pupil, but so engaging is the exercise, care being taken not to prolong it beyond a limited time, that little difficulty is experienced in securing that attention. With the advance in age and position of the pupil, other things are continually brought in to fill up the measure of his attainment, and as these additions are only given upon full explanation of their nature and uses and the pupils are during their progress continually called upon by verbal recitation and written statement to participate in the work, it is plain to be seen that in this study of a science, which is as exact in its requirements as mathematics itself, the pupils are cultivating the very powers which must be depended upon in any sphere to which they may hereafter be called.

We believe this to be no mere fancy, but a theory based on sounds principles, which will bear investigation and prove only the more satisfactory the better it is understood. In all this, we do not claim the ability to make, in the public schools, thorough vocalists, or to furnish all knowledge in musical science. We simply say, the time, labor, and cost devoted to this study is not wasted, that its pursuit is not an element of friction or loss; but that in proportion to the time given and the labor performed, the gain to the average pupil, in actual knowledge and in that general opening of the powers which is the only worthy result of educational methods, is as great as in any line of effort which school life provides.

## REPORT OF THE COMMITTEE ON DRAWING.

CITY OF SALEM, In School Committee, Dec. 20, 1880.

In presenting their Annual Report, the Committee on Drawing are glad to be able to state that the special school under their charge is in a most flourishing condition, as evinced by the largely increased number of attentive and appreciative scholars (about 170) in attendance at the semi-weekly meetings of the school.

This Committee have in several previous reports expressed their regret that the attendance at the Mechanical branch of this school is not more appreciated by the artisans of our city than it is. They desire now to renew this expression of regret—feeling that this Mechanical branch of the drawing school is not appreciated as fully as it should be, by the large body of mechanics among our citizens. By a reduction in the number, and a re-arrangement of the teachers, a considerable reduction of expense has been effected.

The supervision of the school in both its branches is most thorough and efficient under the immediate and efficient charge of Messrs. Thyng and Dennis, with their able assistants.

### SUPERINTENDENT'S REPORT.

TO THE SCHOOL COMMITTEE OF SALEM.

Ladies and Gentlemen:—It becomes my duty, under your rules, to report upon the work of the year, and to make such suggestions as experience dictates. This report is the fourteenth Annual Report of your Superintendent, and the eighth in the series prepared by me.

#### PHASES OF WORK.

It would be impossible within the limits of this document to set forth the whole, or perhaps the most valuable part, of the work of your Superintendent, or of any single teacher in the whole corps. Imagine some forty to fifty impressible children daily assembled in the schoolroom throughout the year, under the care and instruction of one teacher. Without the power of self-direction in the path of knowledge and with natural and implicit faith in the word and wisdom of their teacher, they are intrusted to her. She directs and moulds them. Unspeakably important trust! By what means and methods, are they led through this stage of their development? Who could recount all the details of this work? Little words, momentary looks, almost trivial decis-

ions, acts of patience, wisdom, and devotion,—each apparently transitory and inconsiderable, each unnoticed by the world, and yet all together constituting the teacher's part for the year,—imperishable work, endless influence. We may discuss the general principles which underlie all this; we may have our theories as to what the teacher should do and should be; but the record of her work never has been written and never will be written, except as it is expressed in the mental and spiritual characters of the young boys and girls who pass from under her hand to another's tuition.

Look over the whole system of schools, where three to four thousand pupils in some ninety schoolrooms are receiving impress for a life at least. Were this mass of young humanity gathered in a single edifice, the vast proportions of this structure and of this great congregation would almost overpower us with a sense of the magnitude of our work. People would not so much wonder at its cost, would not so much doubt its need of special qualified supervision, but would more justly appreciate the importance and the critical nature of the business of education. These pupils, on the contrary, at twenty points in the city, assemble from various directions. They come and go, almost unnoticed, and for a few moments only are they a spectacle of attraction and interest. They return to their homes, where the one, or the little group, tells some special, but perhaps not representative, circumstance of school life; and this is all that many people know about what our schools are doing for their children.

The growth of the child is so slow that even those who interest themselves in the daily lessons and have a generous appreciation of the teacher's part, fail to realize what is accomplished, save as they recall the past and put in comparison with it the present. Few relatively visit the schools; and few know in what respects they differ from the schools

that have been, or could suggest to us the means by which they are to become the ideal schools of a better age.

We visit a busy factory and marvel at the changes which modern invention has wrought. We can in part understand the superiority of the improved methods there, for this whirling machinery is before our eyes, with its speed, its great labor, its sensitiveness to any derangement. But the agent and the overseer are aware, from their inner acquaintance with all this complexity of movements and effects, that we see but little of what they see; and when they explain to us the mechanism and the tests they use, we begin to be conscious of the depth of our own ignorance of them. Here, we are shown a little lever whose regular working does what one man was formerly employed to do and does it better. In the schoolroom, there have been changes as wonderful and effective, but not so startlingly obvious. The change from the alphabet to the word method was an immense innovation, affecting the very character of the mind's action itself. The casual observer may happen to see that the new way is much more pleasurable to learner and to teacher than the old; but it takes both experience and philosophical insight to comprehend the whole measure of the improvement. same may be said of hundreds of other innovations in school work. The machine shows you at a single revolution what the new advantage is; the improved method of teaching cannot display its results in an hour, or it shows only its superficial effects. Unless, then, you have the ability to penetrate into the secrets of mind and unerring law, you may turn away unconvinced and perhaps skeptical as to the value of the newer ways.

#### SUPERVISION.

The function of the Superintendent is that of an expert in

all these matters. He is first qualified for his work by actual experience. Then, by observation and study, he gets further preparation and skill. As no one inventor could have given to the world all the improved appliances of a single factory, so no teacher could arrive at all the improved methods which every school ought to possess, and which no one life would be so fertile and so long-sustained as to discover. Most of our improvements we must get from others, and we are happily-privileged indeed, if we add to the general stock a few of our own. Confined to the actual work of teaching, busy out of school with details necessary to the daily drill, and also needing rest, society, and opportunity for reading, the teacher can hardly be supposed to have that acquaintance with improved methods and the science of education generally which may be expected of one relieved of the routine of the schoolroom and thrown into the very work of observation and study of methods. It is one life-labor to execute with skillful hand; it is fully another to devise and organize, to see that execution is satisfactory, or to improve its quality, and to make sure that the different parts of the whole system of schools work in harmony, and are adapted to their several functions. Economy of management, whether it concerns a mental and spiritual or a material product, is essential, and the degree of its perfection bears a constant ratio to the excellence of its product. must be division of labor, there must be incessant study for improvement, not only in the execution, but also in the general direction of affairs; and the wisdom of any corporate body is proven by the care that is taken to maintain or advance the standard of its products. In school-work, there is no perpetually correct machine in operation; but each fashioning of character is a new creation, or consists in a series of new creations. At every point, in every stage of the

work, there is possibility of failure, in consequence of flagging zeal, imperfect knowledge and care, or inadequate foresight.

Those who think the hours of the school session to be the limit of labor are uninformed as to the most patent facts in the case. The sense of responsibility and, as well, the problems of means and matters will be carried to the home, if the teacher and superintendent be true to their vocations, and will penetrate even dangerously far into holidays and vacations. These vacations, which are appointed for the relaxation and physical development of the pupils, are serviceable to the instructor, not merely for rest in a narrow sense, but for relieving the mind from the cramping effect of attention to nice details and for bringing it into broad sympathy with the applied thoughts of the age, to which the graduates of our schools are to belong. The teacher, as a creator of products of the highest art, needs renewal of power and inspiration.

I have thus suggested in brief some phases of the educational work which generally escape attention, and which cannot ever be fully portrayed. Of other things, some may be set forth in exact figures, as the statistics of attendance, promotions, and the like; but some must be stated in general terms.

#### PERSONAL DUTIES.

Feeling desirous to do the best that in me lies for the advancement of our schools, I have devoted myself without stint to the work committed to me. To this work, I have given all the regular school days, not only during the actual school hours, but also during many hours beyond this time. My office-hours have been so arranged as to fall outside of the school hours: when the grammar and primary schools

hold their morning session from 8 to 11 A. M., my office-hour has been from 11 to 12 of the forenoon, nominally, though usually extending to half past twelve and often to one o'clock; and, when the morning session begins at 9 A. M., my office-hour has been from 8 to 9 o'clock. Teachers' meetings have been held after school at night, beginning at 4.30 and usually not closing before 6 P. M. I have held as many of these as practicable, averaging some three a month, and should have held them still more frequently, had not other work prevented. My examination questions, except when interruptions by committee-work and demands upon my time by the patrons of our schools have required otherwise, have been prepared in the evening.

Holidays and vacations and some hours of most of my evenings have been given to school work. Last year, for the only time, my Thanksgiving vacation was passed in leisure; and the long vacation the past summer was wholly my own, very agreeably to me, of course, though not at my request. Last year, all but two weeks of the summer vacation were spent free from duty, though the relief from work was at my personal expense. The first of these summer vacations happening but a few weeks after I entered upon my office here, in 1873, I was absent from town at the suggestion of the Mayor, until about two weeks before the fall term began, he voluntarily taking upon himself the direction of necessary matters. During half of the other long vacations I have been upon duty here; and, on one or two of these occasions I should have been obliged, but for the generously proffered assistance of individual members of the Board, to attend constantly to school work during the whole time. Christmas vacations have been employed in directing the publication of the school Reports, or in preparation for the same, and in other official duties.

I mention these matters thus particularly, in order to inform those who may care to know the true circumstances. I would not have the appearance of counting my hours of work. In fact, it is my purpose to do my work fully, conscientiously, and efficiently, whether all my time or less may be required; and the proper test is not the number of hours employed, but the character of work performed.

My office-hours are busy ones. Among their details are consultations with members of the Board, with teachers, with parents, and with others interested in the schools. I have not turned away a complainant or an inquirer without giving the fullest attention to the cases presented, that in my judgment their merits demanded; and I enjoy the satisfaction of remembering that no one who has engaged in the consultation with patience equal to my own, has ever criticised me for want of courtesy or attention. At these hours, the Truant Officer renders me an account of his visits and his dealings with offenders, of all of which I make a full record.

Troublesome and negligent boys are sent to me at this time, that I may counsel, reprove, and help them. Of the number of these cases, and of the help I have afforded their teachers and them, I can form no estimate. This is also the time when supplies are usually delivered. Of the prolongation of these hours, through the necessities of the case, and of the amount of subsequent writing and other work entailed by them, no one but myself can appreciate.

Though committee-meetings are usually held in the evenings, much of the work consequent upon them must be done during the day. This is particularly true of the personal calls which I must make upon individual members of the

Board for authority or advice. I think that, under a better organization of affairs, there would be less need of these calls, and hence less infringement upon the time that should be devoted to the examination of the schools. All the time that remains, after imperative duties have received attention, is devoted to visits among the schools and personal efforts for their improvement. I would that this remainder of time were larger than it is; but, though I express this dissatisfaction, there are three points which I bear in mind.

First, the number of hours spent in visiting the schools is not the absolutely important point; but the main thing is the knowledge of the schools that I am able to have in mind and the influence that I can exert for their advancement. Secondly, it is a fact that so many schools as we have, whether they be under one form of organization or another, imperatively demand much besides official visits, and are helped much by these indirect means. Thirdly, I am conscious of the closest economy of time in my power, of a constant effort to make all interviews and other interrupting affairs as few and as short as possible, and of your favorable judgment as to the disposition of my time. Your Rules make it the absolute duty of every member of the Board, to confer with me and admonish me, if you have any reason to doubt my fidelity to the schools to which you are specially assigned; and, as no one of the Board has ever expressed the slightest dissatisfaction, I have the clearest assurance of your approbation.

Besides the repairs directed and supervised by the Inspector of Buildings, Mr. R. B. Gifford, during the last two summer vacations and the fall of 1879, I have attended to this line of duty. I have also given attention to the furnishing of supplies to the schools. This is an educational function, in the sense in which the supervision of repairs is

not so; for the kind of supplies necessary or desirable is determined by the character and methods of teaching. The supplies to which I allude are the tools of the teacher. To be informed, and to inform others of any improvement in these tools is a part of my duty, as much as it is to lend my influence to secure the improved work for which the tools are fitted; and, when any mode of teaching becomes obsolete, the appliances therefor should cease to be provided. Here is also scope for economy and foresight, that there be no accumulation of material likely soon to be abandoned as useless. The matter of the approval of bills is closely connected with these things, and is not in itself mere routine, but requires memory and care, as well as a good system.

To the duties of the Superintendent, as I am informed, is soon to be added the full clerical work required by this Board; or that is the probable outcome of the amendments to the City Ordinances. This change will certainly have one advantage, -namely, that the official records and documents of the Committee will be found at one office. in this connection, I may perhaps be excused for suggesting that every standing or otherwise important committee of the Board ought to provide for the keeping of a suitable permanent record. Such committees necessarily transact business that should not be left to the chances of memory and of divers interpretations. Should there be these changes in the matter of records, with the offset of the proposed transfer of schoolhouse repairs to another branch of the Government, some advantages would be gained. The writing-up of records can be done in evening hours, while the direction of repairs, occupying daytime necessarily, interferes more with school-work proper.

ORGANIZATION AND ECONOMY, SUGGESTED.

This line of thought brings us to another suggestion, which

I venture to make, in the interest of economy and efficiency of administration. The standing committees of the Board, whose function is supervisory merely, and who are not required to expend money in discharging their duties, are the three Visiting Committees and the Committee on Music. Besides these, there are the Executive Committee, the Committee on the Nomination of Teachers, the Committee on Drawing, and the Committee on the Naumkeag and Evening Schools.

These committees are obliged to expend money in the performance of their duties. The Executive Committee, in 1879, the figures of which year have been printed in the Report and are before me in detail, expended money, or reviewed the expenditure of money, for alterations and re pairs, salaries, apparatus, furniture, library and cabinet supplies, temporary or incidental supplies, books for indigent pupils, and for other items classed as miscellaneous. Committee on Drawing, however, contract bills for some of these items; they fix the salary of teachers in the evening drawing schools and authorize the purchase of art materials and sometimes of furniture for those schools. The Committees on the Naumkeag and evening English schools must also supply certain materials, and the latter of these committees fix the salaries of the teachers employed in the even-The Committee on the Nomination of Teachers need to expend money for the printing of examination questions and for advertising examinations. In 1879, the salaries in the drawing schools amounted to \$1628; in the Naumkeag and evening English schools, to \$1336.68. The balance of the moneys expended in 1879 was \$78,111.94. It will be seen that the labor put upon the Executive Committee is very great. They are to consider a variety of matters, get authority from the Board to act upon them, make

the necessary appropriations of money, and approve all the bills. The Committee meet once a month for the approval of bills and the transaction of business; and one item of business—namely, the discussion and authorization of repairs—requires so much time, that this item and the approval of bills fill up the minutes of a quite long session.

One item of the work falling within their purview is the furnishing of supplies, a matter of great importance as determining to some extent the quality of work done by the schools. For example, whether or not supplementary reading shall be furnished, to what extent and in what classes; what globes, charts, and other apparatus shall be supplied; the times and methods of making these supplies, in a way so systematic that one school shall not be abundantly equipped, while another through the modesty of the teacher's requests shall be deficient; these are some of the points that require or should receive careful attention. It seems to me that it is too much to ask a committee already hardworked to give to this matter of supplies the deliberate consideration that it merits. This work would most surely demand extra sessions of this committee. Besides, a committee which should have the department of supplies as its province would more easily keep this specialty in mind and have fully as active an interest in it; and this may be said, consistently with the highest commendation of the work of the Executive Committee.

May it not also be a fair question whether a distribution of powers and responsibilities may not be for the good of the whole Board? The several Visiting Committees are so appointed that each member shall be assigned to one of these committees and to some school. Such appointment is favorable to the interest of each member in the general work, and also throws a share of that

work upon each. Perhaps,—in part at least,—for the same reason, the prerogative of the 50-dollar expenditure is retained by the several Sub-committees. Now, suppose each member had a further share in the special duties and expen-The Executive Committee is comditures of the Board. posed of the two ex-officio and of three elected members. The Committee on Nominations is composed of five elected members; the Committee on Drawing, of three; and the Committees on the Naumkeag and the evening English schools, of three each. If no member of the Board had a place on any two or more committees, there would still be one elected member not appointed upon either of the standing committees just named. As it happens, with some members appointed upon more than one committee, there are five members who are not members of either of these standing committees. Now, if a Committee on Supplies were created, in addition to the benefits already mentioned, there would be the incidental advantage of enlisting in a good cause the useful powers of members who may be expected and ready to do equal service with any others. The Committees on Naumkeag and evening English schools may be combined into one committee of three members. then, a Committee on Supplies were created, to consist of one of the ex-officio members and four elected members, we should have what seems to be a fair distribution of powers and duties among the standing committees of this class.

Taking again the aggregate expenditure of 1879 as the basis, these several committees would have as their special appropriations the following sums:—Committee on Nominations, not over \$100.00, for printing and advertising; Committee on Drawing, for salaries, advertising and printing, and art supplies and furniture, \$2000.00; Committee on Naumkeag and evening English schools, for salaries, print-

ing and advertising, and materials, \$2200.00; Executive Committee, for salaries, alterations, and repairs, \$68,000; Committee on Supplies, \$6800.00, for supplies of apparatus, fuel, furniture, books, and other items; and there would remain from the appropriation of \$80,000.00, the sum of \$900.00, equal to the sum of \$50.00 for each elected member of the Board, which he might expend upon his own school, assign to a standing committee, or abstain from using, and thus constitute an item of surplus or unexpended balance.

This business advantage would follow from such a plan, —namely, that matters would receive due attention and be administered promptly and economically. These several committees might have their times of meeting, their records and their system of work. The Executive Committee might in advance require of them estimates of the amounts needed for the proposed work of the year, transmit these estimates with their own estimate to the Board for approval, and afterwards hold these committees within the limits of their several appropriations. So that, when the City Government should give, as it has very generously given, the full amount asked by the School Board as an annual appropriation, there would henceforth be, under all ordinary circumstances, no exceeding of that appropriation.

In all branches of our Government, it is necessary to forecast the liabilities of the year; the tax is levied accordingly; and then, if the branches exceed their appropriations, inconvenience and loss ensue. As the individual should keep his expenditures within his income, so should corporate bodies keep within the limits of their revenue. It is probably a source of regret to us each and all, that this Board should ever go beyond that limit; and some system is necessary, if we would guard against a repetition of this excess.

## ANDREWS AND BROWNE FUNDS.

Besides the annual appropriation, the School Committee has now the use of the Andrews and Browne Funds. The former yields an income of \$85.50 a year, which is expended for the purchase of books to be given to the graduating class of the High School. Having taught these youth how to read, and implanted a taste for literature, the City gives this expression of judgment that they ought now to read for themselves and ought to choose good books. This donation to them at the moment of leaving school, is highly proper and significant.

The Browne Fund is now set apart for the purchase of apparatus; and the past year, for the first time, has been devoted to this useful and suitable purpose. The income for 1879 was \$200.00, which was not used that year. The amount received in 1880 is \$240.00. Out of this sum. \$440.00, there have been purchased, for the primary schools, Principals' rooms, 12 Monteith's Geographical Charts, and 12 U. S. Maps, Mitchell's, large size; for the grammar schools, lowest class, 9 Monteith's Charts; and for individual rooms, unsupplied hitherto, in primary and grammar schools, 6 Joslin's 10-inch Globes and 2 U. S. Maps, Mitchell's large size. The philosophical and chemical departments of the High School have been generously favored. Repairs have been made upon the air-pump, orrery, and other apparatus; and purchase has been made of pumps, condenser, Magdeburg Hemispheres, buoyancy and upwardpressure apparatus, water wheels, Atwood's machine, gyroscope, pyrometer, model eye, spectroscope, prisms, magnets, galvanometer, astatic needle, electric machine, bells and dischargers, telegraph receiver, helix, resistance fan, and hydrogen generator.

## DOG-TAX.

In the same way, in which the Andrews and Browne Funds have been put under special control, as being designed for specific purposes and not intended to be covered into the Treasury with the money raised by taxation; so, according to law, the "dog-tax" should be used as a special item of revenue, designated for a specific use.

The "dog-tax," as it is classed under our nominal receipts, is a balance obtained in the following way: The license tax upon dogs is paid by their owners in the several cities and towns, and by prescribed method finds its way into the county treasury. At a given time, the amount paid by the county for damages done by dogs is deducted from the amount received from the license tax, and the balance left is paid back to the cities and towns in the county, in proportion to the amounts they had severally paid. The balance received back by our treasury yearly, has averaged \$1468.00, during the past five years.

The statute of 1869, chapter 250, says of this balance,—
"The money so refunded shall be expended for the support
of public libraries or schools, in addition to the amount annually appropriated . . . . for those purposes." This statute is a substitute for a clause in sec. 12, ch. 130, Statutes
of 1867, which allowed this balance to be expended in "payment of any city, town, or county expenses." It was reasoned last year, that, as the Andrews and Browne Funds
were intended for specific purposes, it was not a suitable disposition of them to count them merely as so much general
revenue for general use. The same fair deduction from the
law of 1869 upon the "dog-tax," makes it unsuitable to treat
that tax as general revenue to be used in meeting the ordinary expenses of government. Compliance with that law
would seem to require that this tax shall be designated for

one of the purposes named in the statute, a public library, or some school expenditure not provided for by the ordinary appropriation. Probably, the choice of objects that this Board might make would influence the settlement of this question.

If we had a public library, or should soon have one, it would undoubtedly be agreeable to citizens interested in public education to see this balance of the "dog-tax" appropriated to the purchase of books for such a library. If a public library is not soon to be added to the facilities which our citizens enjoy, or until we have such an institution, may it not be wise for the School Committee to choose another object, which shall serve the educational welfare of our youth?

There are three such objects in my mind: the supply of proper apparatus for the schools; the increase of the Teachers' Library; and the purchase of books for the High and grammar schools.

Concerning the supply of apparatus, it may be well to note the following facts. For a long time, our schools had suffered for want of adequate apparatus to illustrate the branches taught. It was known from experience that the only mode of addressing the perceptive faculties, through whose true and lively action the other powers of the mind are most plentifully supplied with the best materials and stimulus, was to bring the object of study directly before the senses. If, through lack of the object, the perceptive faculties could not be addressed, then, in even our elementary teaching, we are forced to address the imagination, which itself needs the materials or products of perception to work upon, and which, if it should not have those percepts to use, will supply itself with ideas, often untrue or incongruous, always unreliable and not well obtained. In geography, for

example, where statements involve the true conceptions of forms of nature, the first steps should be the observation of as many of these forms themselves as possible, and of pictorial representations of the others. The study of geography, not based upon the study of nature and representations of nature—moulded clay, globe, pictorial chart, landscapes, and maps—is unthorough and has a vicious effect upon the mind.

Recently, we have been doing something to supply our deficiencies in apparatus. At the High School, a well-appointed chemical laboratory and now a well-furnished philosophical room are marks of progress. In the other schools, something commendable has been done. The statements concerning the use of the Browne Fund will show what has been done this year. Though much more is to be done to supply the schools as fully as is desirable, this supply ought to be gradual, that there may be no "embarrassment of riches," and the Browne Fund seems to be sufficient for the purpose, if systematically and judiciously administered.

## TEACHERS' LIBRARY.

The claims of the Teachers' Library upon your regard, in the appropriation of any special revenue, lies in the fact that that library exists for the improvement of teachers and teaching, and hence for the benefit of the pupils. The Library Association was organized in April, 1876, and is composed of such of our teachers as are willing to pay two dollars a year for the advantages they get. A clause in the constitution provides against any private ownership, or the distribution of the library books among individual members, by making the library the property of the city, to be disposed of by the School Committee, in the event of the society's dissolution. As property of the city to this extent, and as serving the cause of the public schools directly, the

School Committee has from time to time purchased valuable reference books for it. For a like reason, the City Government furnished suitable cases for the preservation of its books.

It has been the purpose of the Association, as expressed in the acceptance of the book-cases just mentioned, to make this library the nucleus of a public library, or to make it one of the tributaries to such a library when properly organized. The books first bought were of the more strictly professional character, for the actual practical instruction of teachers. Books of a more general literary character have since been added; so that now, with a number of volumes approaching three hundred, it is of excellent quality for reference, and private reading and study. Money in its treasury is available for the purchase of other books, and the time of the annual assessment is near at hand.

Should the money, to which I have referred, be appropriated for this library and be expended under the direction of your Executive Committee, upon such conditions as you might annex, it would serve an excellent end in promoting higher qualifications among our teachers, and it might also be made useful to the pupils, at least in the High School and in the upper classes of the grammar schools. The advantage to the pupils here meant would be met by the purchase of such books as would be of special utility to them in the prosecution of their studies, or in the acquisition of a literary taste and of correct habits of reading. Lists of books appropriate for the purpose and suited to the age and capacities of pupils might be printed, and guided by these lists, under the advice and direction of their teachers, the pupils might be allowed access to the library.

The third possible use for the dog-tax money, to which I refer, is the purchase of sets of books as literature for the

grammar and High schools. This money might, indeed, be expended in part upon the Teachers' Library, and in part in the purchase of books for the schools themselves. I do not think that this money should be spent for "supplementary reading," technically so called; for, by that term we mean the books that are used in teaching children to read, and that is one of the ordinary functions of our schools. The application of this money that I am now advocating may be better understood, if I first explain the

## WELLS-SCHOOL PLAN.

The Wells School, Boston, is located upon the corner of Blossom and McLean streets, north of Cambridge street, and within a few minutes' walk from the Boston station of the Eastern railroad. The pupils are girls, chiefly from the families of the middle and lower classes in life, as the phrases go. I use this language to indicate that, for the most part, they are not accustomed to an atmosphere of literary culture a home. Under the direction of their intelligent and efficient principal, Mr. Robert C. Metcalf, they have begun to enjoy the benefits of a plan, which is well designed to give them better tastes and better insight into true literature than many of the more privileged girls enjoy. The librarian of the Boston Public Library, Judge Chamberlain, co-operated with Mr. Metcalf in carrying out this plan.

The Public Library supplied this school with twenty-five copies of "A Summer in Leslie Goldthwaite's Life," by Mrs. A. D. T. Whitney, and the same number of George M. Towle's "Pizarro; his Adventures and Conquests," as a loan, the books to be returned at the end of the year to the Public Library. Mr. Metcalf had the books covered and then allowed the girls to take them home to read. Thursday afternoons, from three to four o'clock, the teacher held a dis-

cussion with his pupils upon the matter they had read,—some twenty to twenty-five pages being assigned each week. The hour taken for this discussion in the second and third classes was on Friday, between three and four o'clock; so that the principal could also see how the work was done there. The work was not attempted in classes below the third.

The plan of work was very carefully laid out by the principal, one particular of it being that the teachers should keep a weekly record of each pupil's reading at home. The teachers also prepared themselves very carefully for the discussion. At the hour appointed, the story was reproduced by the pupils, one at a time attempting to state it, and the others supplying any omissions that were observed; the characters were discussed, and the descriptions of places were made real.

"By simultaneous reading of the same book," says Librarian Chamberlain in his Report (Twenty-eighth Annual), "and by class examination in respect to what they read, these pupils, under the skillful teaching of their master, came finally to see, as they would be likely to learn in no other way, that every good story is a work of art, consisting of a plot in which the incidents should follow each other in such order and relation as properly to bring about the result; that the personages should act and talk consistently, and with reference to the result; and, finally, that style should be simple, clear, and appropriate, and the ornamentation just. They came to see that the true value and chief interest in novels consist in these very qualities, rather than in the sensational and exaggerated." In the prosecution of this plan, Mr. Metcalf very wisely laid restrictions to prevent any excess in the amount read at home, the exercise promoting quality in preference to quantity; and the usual

"home-lesson" was intermitted when the books were to be read. This plan was one of labor, rather than of play; but the girls enjoyed it.

The work of the school in other branches did not perceptibly suffer; but, if to some slight extent it may have suffered, yet, according to Mr. Metcalf's opinion, "the gain in other directions—especially in the use of language and the ability to grasp the thought from a printed page—far outweighed any seeming disadvantage. The gain in the history classes was very marked; so also in grammar." In another remark, he attributes to the same cause, a decided improvement in reading.

In eight months, the first three classes in the school had read "Leslie Goldthwaite" in the way described; the first and second classes had read "Pizarro"; and the first class had also read three cantos of the "Lady of the Lake." Mr. Metcalf further says, "I have no doubt whatever, that, with my class of children, this hour is by far the most valuable I give them. Companionship determines character,—companionship of individuals and of books. The former I cannot control; the latter is in my own hands, for the last three years of their school-life."

Notwithstanding the thorough use of these books for nearly a year, they were returned to the library in almost perfect condition, only one giving evidence of carelessness; and they go into another school this year, while other books take their places in the Wells School. This is in itself a good educational result, that books be carefully handled by their users. "The cost of the experiment," says the Librarian, "was less than fifty dollars. . . The plan, if adopted, will be adopted only by the best and most enterprising teachers; and even with the best will make its way slowly. But should it come to be generally adopted, against the expense,

however great, would stand this grand result: a community of readers, systematically educated in the public schools, not only to read, but to select the best books for their reading which a great public library offers. Then will the Public Library take its true place at the head of the educational system of the city, and as truly a part of it, not merely in name."

Our High school teachers have felt the want of duplicate collections, like the above-named, of the authors used in English-literature studies.

Could the revenue under consideration be expended for such collections of books, returnable statedly to the central library, a comparatively small outlay of money might accomplish a superlatively large amount of good.

## A PUBLIC LIBRARY.

On many accounts, including all the reasons above presented, a public library is a "consummation devoutly to be wished" in Salem. We have none to which our pupils may freely be sent. Each of our excellent libraries has its special mission. That special character, to say nothing of the cost of some, is a bar against their rendering the kind of help the schools desire to have. If these libraries could, by common consent, unite to form a good and ample public library, the next generation even more than the present would have cause for gratitude. Of the educational whole, the school is but one hemisphere; the public library is the other. The better our schools, and the more they do towards forming good taste and love of letters, the more is such a library needed.

It is not necessary that such a library should be free, in the sense of being supported wholly at public cost, or accessible to every one without pecuniary condition. The first public library in the country, founded by Franklin in 1732 (year of Washington's birth), was a subscription library and was followed by others of like, or nearly similar, character; till, in 1800, there were twenty such libraries in the country. Of these, six were in Pennsylvania (four of them in Philadelphia); seven in Massachusetts,—four in Boston and one each in Salem, Leominster, and Hingham; three in South Carolina; and one each in New York, Newport, Providence, and Portland. There were also eight college libraries, Harvard having the oldest of any kind in the country.

The public subscription libraries were of general public benefit, and served also the cause of national independence, according to Franklin's account: "These libraries have improved the general conversation of the Americans, made the common tradesmen and farmers as intelligent as most gentlemen from other countries, and perhaps have contributed in some degree to the stand so generally made throughout the colonies in defence of their privileges."

The Boston Public Library, founded in 1852, now containing 378,000 volumes, is a magnificent example of a wholly free public library. The Springfield City Library of 43,000 volumes is next in size, among public libraries in the Commonwealth. This library is largely supported by the city, though a corporate institution with a nominal subscription fee. The St. Louis Public-School Library, a little larger than that at Springfield, is of a still different type. It is a subscription library, but is maintained chiefly by appropriations made annually by the School Board. It is wholly under the control and direction of those who are or have been connected with the public schools of St. Louis. Of its Trustees, four are the President of the School Board, the

Superintendent of Schools, and the Principals of the High and Normal Schools.

These various institutions have certain disadvantages, as well as their special advantages, due to their form of organization; and, from the satisfactory character of their workings on the whole, they prove it to be an open question whether a public library should be wholly free or conducted upon the subscription basis. That plan would be best for us which should be at once possible and efficient, and which should, so far as possible, unite excellent existing libraries under one management, and so give us a strong and useful public library.

All of the cities in the state have their public libraries, save Salem only; fifteen of them are conducted on the free, and three on the subscription basis. Of the 325 towns, 144 have libraries: 117 free, 27 subscription, libraries. To us, in Salem, in order to make our schools more beneficial to the pupils, and to perpetuate the work of the schools in the future of their graduates, it is "devoutly to be wished" that we have a public library of some kind, without long delay. This matter has been much advocated in the past; and, of late, there has seemed to be a promise that this important provision for the public good is to be something more real than a dream of the philanthropist.

#### INDUSTRIAL EDUCATION.

Another desirable accessory of the public schools for mental training is the industrial school. It is not philosophical to divide education for the mind and for the body by a point of time, and to cause the one kind of training to be completed before the other is begun. We are supposed to have the youth of the community under our charge until they are ready to enter the world of business. We provide for their

intellectual training; we endeavor to give that education a practical tone and direction; and we do much to train the eye and hand and to inculcate careful and methodical habits. Yet, all this is upon the intellectual side of culture; we are doing little to bring the physical powers into activity and to develop aptitude and skill in the use of them. During the years at school, however, that season begins when muscle must be brought into subjection to mind, and when thought tends to express itself in material creations. This is the moment which should be seized upon for the preliminary training in artisanship.

The question I suggest has, of late years, pressed itself much upon the attention of those interested in the proper development of the child. There have been two sides to the discussion of this question; because the advocates of this special form of training have gone to quite an extreme. We need not go to the extreme; it is not a public duty to make any kind of artisans. The Russian system of physical or mechanical training is based upon facts: namely, that in all work upon wood or iron, certain tools are used, whatever the product of manufacture, and that it is valuable to all men, and women too, to understand something concerning the use of tools.

Our pupils in the future may not reside in the city. They may enter upon life in the country; they may go to distant parts of our land; and, wherever they are to dwell, some elementary acquaintance with the use of tools may be fully as advantageous to them as other acquisitions which we make parts of our school work.

The means for this sort of training are simple, and may be expensive or inexpensive according to the choice of those in control. At the Institute of Technology, some thousands of dollars have been expended in fitting up work-rooms for manipulating wood and iron, so as to give a most thorough training in the use of all the common tools of the artisan. The training is general, having no particular reference to a special trade, or to the manufacture of any product but intelligence and skill. At Gloucester, on the other hand, the School Committee have established a little school in carpentry, with benches and sets of tools, where boys and girls learn the elements of working in wood,—how to measure, divide, square, shape, join, etc. The expense of such a school is from \$200 upwards, according to the amount attempted. One or two out-of-school hours each week would suffice for time; a regular employee of the City could, perhaps, give the instruction; and the material, being worked over and over in the various processes, costs little in the aggregate.

One advantage to the public of such training, I have named; another is the greater respect for skilled workmanship that would be inculcated, counterbalancing the almost exclusive bias of our present system of education towards professional employment; another is the healthy reaction of the two kinds of training upon each other; still another, is the practical application which would be made of our instruction in drawing. The study of drawing would itself feel the spur. Such is the relation between the study of drawing and artisanship that our Committee on Drawing may feel this subject to be worthy of their consideration.

It is my opinion that part of the money spent upon our drawing school might profitably be diverted to general industrial training. Our Mechanical Drawing School has been, in some respects, a failure for the past few years; not on account of lack of provision by our Committee, but through lack of members. Last year, two teachers were engaged; but the largest attendance was but 15, and the average

attendance much less. This year, it is not what it should be. The Committee are obliged by law to maintain a drawing school, and this is wise; our drawing schools have done much good. It is not necessary, however, to use the public money for the teaching of high art, which could be pursued in our fine art hall by those interested, without cost to the city; nor need our day-school pupils, who receive instruction in drawing in the day schools, have evening instruction also afforded them. Why may not part of the cost of our drawing schools be put to more practical ends? Were the pupils in our Mechanical Drawing School, whether they be day-employees in carpentry, tinwork, or ironwork, to have opportunity to draw from a piece of mechanism or its parts, and then to apply their drawings to wood, tin, or iron, at school or elsewhere, would not their interest increase and their knowledge be doubled?

And for girls, especially for domestics and the laboring class, might not instruction in sewing, cutting, etc., which finds no convenient place in school-time, be given in connection with the evening schools? If the evening is an unsuitable time, on account of the kind of light required, some convenient afternoon hour might be had for a session.

For the establishment of a modest industrial school, it may be thought the public moneys ought not to be used. We cannot expect the public moneys to do everything, even where clearly seen to be of public advantage. Perhaps, however, by judicious effort, private citizens could be so much interested in the establishment of such a school as to furnish it with the necessary endowment.

I have devoted much space to suggestions; for it has seemed to me that our school system is capable of great improvement in the directions I have indicated.

## CONDITION OF THE SCHOOLS.

I proceed to an account of the work done in our schools the past year and the condition of the several branches of study. The several Visiting Committees will enumerate the changes in the corps of teachers, and I will not repeat them.

Teachers. First in importance is the kind of teacher to be employed. In the creation of a Committee on Nominations, you have recognized this fact. The appointment of teachers being a business matter, fully as much as the approval of bills and the direction of repairs, you have selected for the former business a Standing Committee, as well as for the latter. The basis of action taken by this Committee is that the selection of a teacher is not a question of patronage, of individual preference, of charity, or of favor; but a matter affecting the children who are to be taught,—a matter, the extent of whose influence neither days nor perhaps years can measure.

The teacher should possess three qualifications: character, scholarship, and power,—each in the highest excellence possible. Would we commit our own children to the daily care of such or such a one, to her companionship and moulding influence? If not, then how could we dare entrust to her charge the children of other people? Even with high character and scholarship, power is essential; power is essential because of them. An impress should be made. One who possesses this requisite, power, will imbue pupils with the spirit of study, will control them with little resort to artificial means, and will ennoble the office of teacher. One who does not possess power always works harder than the pupils,—works in order to get work from them,—the friction of the gear wastes more than the fabric itself would consume. When whippings, scoldings, detention, copying of

words, and such expedients are common in a school, they denote absence of power.

It is a pleasure to me to note the fact that many of our teachers possess these cardinal qualifications. There is also among them a commendable spirit of desire to learn, which is itself a mark of efficiency. During the past year, some have organized a Teachers' Philosophical Society; many help support and use the Teachers' Library; some have taken private lessons in elocution, French, and other studies; many have spent time in visiting other schools in quest of better ways; and a large proportion show an eagerness to improve, even when they have not the desire or ability to spend time and money in self-improvement.

Studies. The standing of the schools, as indicated by the written examinations, seems to be well maintained. By means of these examinations, we endeavor to cultivate accuracy of statement and self-reliance. We have multiplied our efforts to free them from disturbing influences, and to allow such additional trial of tests, as to exhibit the scholarship of the pupil with fairness. We have also adopted the plan of putting on record extra credits for neatness of work, and, in grades where rapidity of work is an element of training, extra credits for such rapidity. In all these cases, the percentage recorded as the mark of the pupil's scholarship is based upon actual scholarship, so far as we can test it, unmodified by the incidental circumstances just mentioned. It would be well, in future, to have a system of extra credits for diligence of application, in order that all degrees of merit may have due consideration in the promotions. The judgment of the teacher as to the capacity of his pupils is also a matter which we customarily discuss.

It is our aim to have no iron-bound system, but a generous regard for the welfare of individual, as well as class.

To this end, it has for some time been our custom to promote pupils, who may not, after remaining two years in any grade, have been able to accomplish the work of that grade in a thoroughly creditable manner. Your vote within the past year is a formal endorsement of that plan.

The schools, through the intelligence and fidelity of the teachers, maintain as a general rule the previous good standing in freehand drawing. In penmanship, there is a perceptible improvement. The exhibition, at which, in connection with a display of drawings, the handwriting of the pupils at the beginning and the end of the year was shown, gave evidence of this improvement. These specimens of penmanship, in bound volumes, for some years past have been kept in my office, where I shall be glad to show them to any members of this Board and to any citizens who may wish to prove the fact that our schools are doing better work in that branch than the schools of a quarter-century ago. We begin the teaching of this art in the very lowest class of the primaries, as soon as the little children have occasion to form words to read.

Spelling is learned by oral and written exercises upon the words used by the scholars. As the vocabulary of each class or individual is determined by his own experience in study, a universal spelling-book is unphilosophical. We require attention to the spelling as well as to the meaning of words; both of these things are involved in learning the word. Hence, though drill upon words difficult in orthography and upon those that the class frequently misspell, is included in our plan, yet we cannot expect that perfection in each spelling exercise in the lower grades which would be attained were a few words to be singled out for memorizing and all the rest to be neglected. We should be content, therefore, to modify our expectations and our standard; but,

as a practical fact, the percentage in spelling under this system remains as high as that in any other branch. We are, moreover, laying the foundations for the critical observation of words, which makes correct spelling a matter of intuition or of habit.

In geography and history, there has been improvement as to the first steps in these branches. We have something more to accomplish in the methods of instruction in these studies.

In arithmetic, we have made a change the past year in the work of the fourth, or next-to-the-lowest, grammar class. The lowest class reviews the fundamental rules which are begun in the primary schools, and, with more difficult problems, strives after greater facility of execution and better understanding of principles. The next year, we endeavor to have the work under the same rules done with great accuracy and with increased rapidity. We believe that we shall thus lay a better foundation for the higher processes of arithmetic.

In language, or grammar, it has been our attempt to make technical rules subservient to practice; to teach the correct use of language through the practice of it, rather than through theory and mere explanations; and yet, of course, we must use the laws of our language as helps to correct usage, being careful to take them up at the proper stage of progress. I hope, in this branch, by an improved system of conversation-work and practice in all the grades, to encourage an advancement in quality and quantity, to make this study more helpful in cultivating the powers of thought and correct expression.

To the art of reading, we have in recent years given special attention; and the results of this work have begun to make themselves manifest. It is strikingly apparent, that

the classes this year admitted from the primary to the grammar schools, have gained a degree of excellence that has been heretofore uncommon. For this, we must express due praise to the Principals and assistants in the primary schools. The grammar-school teachers will carry the work forward successfully.

With the aid of these teachers, I have recently held in Bowditch Hall rehearsals of all grammar classes, and propose to continue this practice during the remainder of the year. The exhibition in reading and music, at the end of the last school-year, gave pleasure to a large audience of citizens assembled in the Bowditch Hall. The desire was manifest on the part of those who listened, and the intention was expressed by the Committee, to hold similar exhibitions in future. In this way, will be evident the gain which the classes make in so important arts. The work done by the teacher of music, Mr. Brown, is bearing good fruit. The kindred art of reading is improved by means of the cultivation of music.

Reading, to be good, must give pleasure. The eye catches the words upon the printed or written page; the intellect interprets, and emotion is awakened. This is the mental part of reading. For training the eye to rapid and correct action, for developing exactness and facility in the intellectual operations, and making the emotions responsive and self-asserting, we multiply the amount of reading-matter adapted to the capacities of children, we give abundance of exercise to call out and cultivate those faculties. Reading has, no less truly, a physical or vocal side to be disciplined. However fine the conception formed by the intellect and addressed to the sensibilities, if the voice performs its part in a rough, untrained way, there is loss of pleasure to the listener. Every word should be enunciated

distinctly, unclipped, with pure and resonant tone. Inflections should rise and fall, and cadences occur, in harmony with the sentiment.

This matter should receive due attention at the very outset, in the first learning of words, and be emphasized at every subsequent stage, according to a well-adjusted system of teaching. The teacher ought, certainly at the beginning of this training, to be a good model for imitation; and to be such, requires daily study and practice. If every teacher would read aloud fifteen minutes each day, with special reference to quality of utterance, his pupils would gain therefrom a noticeable advantage. In all this reference to elocution, I advocate not the artistic or professional style, but simply so much of method as is necessary for a clear and graceful delivery.

I call the attention of the members of this Committee to what the primary teachers are doing by interesting the children in collecting cabinet specimens in natural history. The effect will be to quicken the observing powers and open the minds of the little ones to the beauties and curiosities of nature all about them. The time must come when this work shall be carried up into the higher grades, with more completeness of design than is possible at first.

In conclusion, I must add that, although there is great encouragement to us in the fact that our schools have been quietly but surely growing better, yet many defects are still observable to the practiced eye. The unskillful may ask why these defects remain. We answer, that true progress is gradual; and it is because improvement has been made, that still other defects are caused to appear.

I wish to acknowledge the favorable regard which has been bestowed upon my share of our work by those who have been in the way to observe it. The members of this Board, the teachers, pupils, and many cordial friends, are entitled to my gratitude and esteem. I must also express my appreciation of the services so ably and so generously given to the cause of education by many of the best citizens of Salem, in their connection with this Board. If those services are not always properly appreciated by the people, it is not possible to regret that they have been rendered; for they are "treasure laid up," added to the perpetual good which the people shall enjoy.

Respectfully submitted,

Augustus D. Small,
Superintendent.

SALEM, MASS., Dec. 20, 1880.



# APPENDIX.

I. Census of children, 5 to 15 years old, taken in May, for the past five years:—

	1876.	1877.	1878.	1879.	1880.
Whole number of such,	4430	4460	4576	4673	4862
Number of same, at school,	3772	3771	3878	4050	4114
Number of same, not there,	658	689	698	623	748

(N. B. Most of these non-attendants are every year ascertained to be children under 8 years of age, or invalids.)

II. Enrolment of children at public and private day-schools and colleges, as ascertained by May census, the past five years:—

	1876.	1877.	1878	1879.	1880.
Number of such, over 15 years old,	395	434	453	305	137
Whole number, at school,	4167	4205	4331	4355	4251
Number, then in private schools,	725	773	927	1040	1210
Number, then in public schools,	3442	3432	3404	3315	3040

(N. B. Of the 1210 in private institutions, 67 are in colleges, normal schools, etc.; 884 in catholic schools of the city; 183 are under private tuition; 45 are in asylums, charitable; and 31 in reformatory institutions.)

III. Exhibit of attendance at private schools and colleges, May census, the past two years:—

May, 1879,	WARDS I.	II.	III.	IV.	v.	VI.	TOTAL.
Boys,	34	33	17	33	80	1	198
Girls,	151	77	95	165	253	101	842
Total,	185	110	112	198	333	102	1040
May, 1880,	WARDS I.	II.	III.	IV.	v.	VI.	TOTAL.
May, 1880, Boys,	WARDS I. 40	и. 37	111. 15	ıv. 44	v. 87	vi. 6	тота <b>г.</b> 229
• /							

IV. Attendance of Teachers, the past four years, stated in days:-

Possible number,	1876-7. 17,640	1877-8. 17,850	1878-9. 18,270	1879-80. 18,900
Amount of absence,	$499\frac{1}{2}$	272	503	572
Employment of substitutes,	289	154	382	486
Absence for protracted illness	s, 249	$107\frac{1}{2}$	$369\frac{1}{2}$	$318\frac{1}{2}$

V. Statement concerning the ages of Pupils, in Sept. 1879, when entering the grades severally enumerated:—

	Oldest Pupil. yr. mo.	Youngest Pupil. yr. mo.	Average Age. yr. mo.
High School, Senior Class,	18 3	15 9	17 3
Sub-Senior,	19 6	13 10	16 1
Ex-Junior,	18 10	14 1	16 2
Junior,	17 6	12 6	15 1
Grammar Schools, Class 1,	18 10	12 3	14 .3
2,	17 9	11 3	13 10
3,	19 7	9 7	13 2
4,	17 1	9 1	12 3
5,	16 3	8	11 6

Primary	Schools.	Class	1,	16		7	5	10		
			2,	14	8	6	8	9	4	
			3,	14	1	5	7	7	10	
			4,	13	3	4		6	4	
Naumkea	ng School	•		15		8		12	8	

VI. Number of graduations, or promotions to higher schools, in July 1880:—

Primary Schools: Boys, 191; Girls, 124; Total, 315.

Bentley, 24; Bertram, 25; Browne, I, 19; Browne, II, 18; Carlton, 29; Endicott, 27; Lincoln, 28; Oliver, 34; Phillips, 34; Pickman, 14; Prescott, 32; Upham, 31.

Grammar Schools: Boys, 38; Girls, 44; Total, 82.

Bentley, 10; Bowditch, 24; Phillips, 14; Pickering, 17; Saltonstall, 17.

High School: Boys, 14; Girls, 10; Total, 24.

Number in High School, above the Junior Class, fitting for college: Boys, 22; Girls, 1; Total, 23.

VII. Candidate-teachers employed as substitutes, or teachers on probation, during the year past, 1879-80. Those who have been elected to permanent places are designated by italics:—

Lizzie M. Balcomb, Mary J. Bigelow, Margaret S. Bole, Harriet D. Bowen, Ella M. Cressey, Laurette P. Emerson, Kate M. Gray, Eliza G. Hill, Belle G. Hodgkins (helper), Alice M. Jenks (helper), Lizzie P. Knight, Caroline N. Littlefield, Lizzie T. Lyon (helper), Charlotte M. Newton, Mary E. Rowley, Abby B. Skinner, Annie V. Ward.

VIII. Account of service of Truant Officer, for the school year, 1879-80:

Visits to schools, 1821; attendance at court, five times; attendance at school exhibitions, one-half day; attendance 13

at evening schools, term 1879-80, a portion of the time; inspection of factories, etc., 4 half-days, besides 7 visits of shorter duration; reports to Superintendent, every office-hour; calls on families, concerning pupils, to make inquiry or report information,—numerous.

- Cases of absenteeism, not truancy, investigated, 2703; cases of truancy discovered, 450; truants dealt with, '249. These three numbers, for 1877-8, were, respectively: 1758; 387; and 225. For 1878-9, they were: 2097; 370; and 211.
- Of the 249 truants dealt with the past year, 10 were girls: in grammar schools, 3; in primary schools, 7;—in the girls' grammar school, 2; in the girls' primary school, 3; the remaining 5 in the seventeen mixed schools.
- IX. Rates of tuition for non-resident pupils, to be paid semiannually in advance,—i.e., before pupils are permitted to receive instruction for the term:—

High School, \$50.00 per year; \$25.00 each payment.

Grammar Schools, 30.00 " " 15.00 " "

Primary Schools, 20.00 " " 10.00 " "

## X.—STATISTICS.

TABLES A AND B.

A.—STATISTICS, FROM SEPTEMBER, 1879, TO JULY, 1880.

			158	9,0	187	=	25	901	* C	17.0	. 9	 က :	# Q	100	3 8	2
CE.	'YF.	TOT	1	266	~~~	1,091	] ~ x			22	==	<u>~</u> '	13.	21	600,1	00
DAN	BY	>	1	555	1.48	398					1	1		1		<u> </u>
TEN	ES,	IV	99	88	# % £	524	25	750	3 23	3 7	121	5 6	4 4	36	901	
AT	H SEXES.	III	40	36	988	219	12.2	1616	#8	88	40	27.0	38	31	<u>.</u>	
AIL	BOTH SEXES, CLASSES.	II	87	374	242	143	85 83	4.8	3 83	33 55	88	200	:::	8	000	
E D	ğ	н	24	238	15 20 20 20 20 20 20 20 20 20 20 20 20 20	115	62.83	213	3 83	85 E	36	7:	183	8	040	
AVERAGE DAILY ATTENDANCE.	'S'I	ене	1	146 128	185	447	103	98	3	<b>4</b> 4	75	18	38	E 6	020	1
AV	'SA	во	I	1.55	2888	644	14	8	26.	38.2	114	86 12	38	75	656	2
	'Vr'	TOT	162	175	164	1,219	154	136	159	£ 52	225	217	156	149	44	2 290
GING	ВУ	>	ī	25 #	849	107	11			11	1	1		ī		
LON		T.	67	940	839		88.69	74.0	14	95.5	16	980	54	49	70 1	T
BE	H SEXES CLASSES.	III.	41	8.43	3 % % %		65.5	7.5	388	<del>4</del> \$	25	£ 8	3 75			T
AILY	BOTH SEXES, CLASSES.	п	53	15.55	ន្តន្តន		43	25.50	4	<del>3</del> £	54	£ 8	38			
п	BO	н	25	53	232		38	83 53	1 27	35 SS	33	65	223		_	
AVERAGE DAILY BELONGING.	·sr:	апо	Ī	175	176		151	55.55	57	3 % 	6	8	34			,
A)	·s.	оя	Ī	276	§ 28 <del>2</del>	710	57	101	102	<u> </u>	135	77.5	ΞΞ	200	41	
	.JAJ	TOT	176	197	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1,374	180	154	155	202	275	154	991	174	277.7	2 204
	ВХ	<b>&gt;</b>	1	62.53	848	191	11		1	11	1	1		1	- 1	
LED		T.	7.5		23 43 FS		* t	48	25	Z Z	55	≅ % ——	3	29	2	
TROI	BOTH SEXES, CLASSES.	H	46		1486	271 3	94 90	35.5	120	Z 13			:33	41	- 1	1
SEN	CLA	п	33	8,8	228		74 88	# #		28	L= (	200	32	-11		1
NUMBERS ENROLLED	ВО	н	56	-	- <b>#</b> 88	-	25.50	838	100	<del>+</del> 0+	41	2 6	181			1
NUM	'S'IS	ене	I	197	122		25 25 25	52 55	28	122	116	1 8	17			1
	·sx	во	ī	1 22 3	5 18 18 18 18 18	108	1 158	117	97	137	159	747	911	1.25.1	116	1
	SCHOOL.		High	GRAMMAR: Bentley Bowditch	Pickering Pickering Saltonstall	Fotal, Gram.	PRIMARY: Bentley Bertram	Browne, I.	Carlton	Encheott	Dliver	Pickman	rescott	Upham	Naumkeag	Total, Schoole

# B.—STATISTICS, SUPPLEMENTARY.

LOTS.	Square	Size o ni Feet	12,104	19,450	24,200	18,000	16,000	97,690		1	20,300	12,975	18 085	11,740	6,700	10,890	18,000	10,550	24.100	150,527	-	260,321 3 acres.
AND	.noit	Valua	\$20,000	\$30,000	85,000	15,000	20,000	\$166,000		-	\$13,030	20,000	10.000	16,000	6,000	15,000	20,000	000,61	13,000	\$132,030		\$318,030   260,321 Nearly 6 acres.
BUILDINGS	deled.	Remo	1871	1	1	1	1.1	I		1	Į į	1870		1	1	1878	I	1		1	1	Ī
BUI	•pe	Erecte	1855	1861	1870	1869	2 K	Ī		1	1879	1847	1875	1869	1821	1818	10401	9 10 0	1821	Ī	ī	ī
9	<u> </u>	Total	224	191	435	253	38.5	1,441		204	363	206	204	214	195	616	202	0 0	191	2,517	0	14,182
NILL	ES.	Α	1	35	147	83	151	-		1	1			1	1	1	Ι	1		1	1	ī
i i	CLASSES	IV	1	-			5; %			35	\$	7.7	2.5	26	<u>~</u>	5.5	31	# S	500	739	1	ī
NITABEP OF SIZITINGS	BY CI	ш	I	3	83	49	6;4 8;		1	<u>x</u>	36	S 4	65	92	<del>2</del>	36 ;	3 2	# 6	25	1604	1	ī
ME	В	11	I	1	65	!	1 %			26	30	200	65	56	\$	3	27.5	# C	3 #	669	1	ī
2		П	1	17	<del>2</del>	42	5 8	556		55	<del>20</del> 5	8 5 8 5	50	9	æ	315	S 9	0 0	3#	575	1	Ī
	вшооН	Apnıs	31	4	6	10	4 00	30		7	4.	ਚ ਜ	* +	+	7	iC F	o -	+ -	* 4	20	0	32
ers,	Теясћ . 1880.		-	4	6	9	41-	30		4	<del></del>	4 4	+ ++	4	7	io i	0 4	+ -	# 4	05	23	88 .i.
	me, No mal Sel duates,	Gra	30	0	1-	က	÷1 co	18		61	on 1	20 00	-	_	4	3O C	00	00	۰.	30	27	53   89 2d ferm
.(	1879-80 1, 1879-80	Леяз	ox	4	ණ	20	4 x	30		*	£.	44	4	4	4	i C i	0 -	# -	# #	49	21	89   4, the
otuə Jo	eritutes anglest	Half: olq du8	10	13	159	00	E 0	321		232	0	51 4 5 3	10	13	10	<u> </u>	e i	3 15	120	637	4	972 terra;
	1879-80, 1879-80,	ers,	12	255	130	19	0.51	373		249	o į	312	30	38	17	88	3 6	0	112	746	4	1,144   * 1st t
ent.	of Corg	Cases Pla	0	-	596	£	2 IS	467		23	<b>30</b> §	3 E	9 9	153	21	316	5 \$	÷ =	12	537	15	1019
*0	Tio syst 8-6781 , y	Suc	19	0	556	25.	212	_		10	· ·	4,10	1	7	9	25	3 2	000	32	313	31	684  1019
.0	8-6281 '8		294	146	1,060	564	132	1,877		708	244	207	550	745	370	35	161	200	955	6,234	319	8,724
រជន្ស		aren Gud By e	20	36	41	500	8 8	36		56	38	7 (9) N (9)	30	75	52	7 5	7 C	66	3 55	30	35	31
.08	ent. atte e, 1879-8	anc	85	88	88	33	33.53	06	-	67	<del>2</del> 2	21:2	92	12	æ:	2 5	t 9	3	3 %	-67	69	84
•	SCHOOL.		High	GRAMMAR: Bentley	Bowditch	Phillips	Fickering Saltonstall	Total, Gram.		Bentley	Bertram	Browne, II.	Carlton	Endicott	Lincoln	Dillians	Pickman	Prosport	Upham	Total, Primary	Naumkeag	Total, Schools

### XI. GRADUATES, JULY, 1880.

#### HIGH SCHOOL.

Frank Weston Benson,
Roland William Boyden,
Charles Eleazer Dalton,
Edward Millet Full,
Oliver Franklin Goodell,
Samuel Ingersoll Hutchinson,
Frank Percy Ingalls,

Emma Wallace Brown, Mary Willard Dalton, Sarah Elizabeth Gifford, Mary Lizzie Kinsman, Annie Lydia Pinkham, Lawrence Grafton Kemble, Frank Kittredge McIntire, Edward Lawrence Peirson, Hardy Phippen, William Osborne Safford, Sterry Frederick Smith, Frank Putnam Symonds.

Emily Lindsay Pond, Caroline Louise Read, Mary Rowell Sawyer, Mary Edna Swaney, Carrie Matilda Webster.

(Those in the following lists who entered the High School are starred).

#### BENTLEY GRAMMAR.

Grace Henry Carleton, Lillie Mary Elkins, \*Fannie Noble Frye,

\*Alice Gertrude Goodell,

\*Marion Hodges Jelly,

Cynthia Moses,

\*Aggie Mary Osborne,

\*Nellie Rowell,

\*Susan Emily Smalley.

\*Sarah Whipple.

#### BOWDITCH GRAMMAR.

\*Alden Mystic Babcock, Everett Myron Berry,

\*Charles Hudson Bigelow,

\*Thomas Courtis,

\*John James Cummings,

\*Charles Bailey Derby,

Julius Clark Hubon,

\*Walter Pearce Richardson,

William Francis Searle.

\*Carrie Austin Ashby.

\*Jane Edith Andrews Bartlett,

\*Etta Florence Brown,

\*Florence Pierce Buffum,

Viola Estelle Buxton,

\*Harriet Esther Eiffe,

\*Mary Bond Harrington,

\*Eleanor Nyanza Hughes,

\*Carrie Hardy Kinsman,

\*Madge Hutchinson Mackenzie,

Sarah Maria Murphy,

\*Agnes Marion Nutter,

\*Lillian Carter Nutter,

Lizzie Millett Patch,

Mary Jane Simmons.

#### PHILLIPS GRAMMAR.

\*Henry Perkins Benson,

\*John Prentiss Benson,

\*John Frank Cabeen,

Daniel Edward Daley,
\*Joseph Henry Farrell,

George Henry Frye,

\*Irving Hector Goldthwaite,

\*Edwin Upton Harrington,

John Lawrence Hayes,

\*Nathan Frye Ives,

\*Francis Newhall,

\*William Buffington Nichols,

John Thomas Quinn,

\*Augustus Govea Reynolds.

#### PICKERING GRAMMAR.

\*George Albert Bousley,

\*Frederic Sherman Burke,

Joseph Edward Daley,

\*Edward Aloysius Dugan,

John Stephen Evitts,

\*Horace Ware Hanson,

John Peter Aloysius Mahoney.

Annie Maude Balcombe,

\*Mary Ellen Broadsley,

\*Anne Maria Chandler,

\*Sarah Boardman Dalton, Jennie Kimball Danforth, \*Annie Jane Dennis, Lillie Beecher Locke,

\*Lilliebel Mooney,

\*Catherine Frances Redmond,

\*Maria Chapman Smith.

#### SALTONSTALL GRAMMAR.

Lorenzo Dow Hamlin,

\*Maxwell Alexander Kilvert,

\*Edward Hale Knight,

\*Walter Savory Millett,

\*John Roundy Smith,

\*Joseph Francis Walsh,

\*Thomas Aloysius Ward,

\*Arthur Newcomb Webb.

\*Minnie Ingersoll Hutchinson,

\*Jennie Prentiss Hyde,

\*Artena Olivia Mansfield,

\*Annie Ellsworth Marshall, Lillian Morse, \*Bessie Orne Ryder, Emma Marion Stone, Celia Brown Victory, Nellie May Walen.

#### XII. ART-SCHOOL DIPLOMAS.

1. Those who received Diploma A,—for satisfactorily completing the course prescribed for the first year:—

John C. Chadwick,

Abby H. Short,

Annie J. Dennis,

Mattie M. Webber.

2. Award of Diploma B,—for like completion of the second year's course:—
Abby H. Short.

Note.—When the work of either course is left incomplete at the close of the season, due credits are given for what has been acceptably done, and the remaining subjects may be executed, or theses written, in any subsequent term; after which, the appropriate diploma is awarded.

#### XIII. LIST OF APPROVED CANDIDATES.

Adopted by the Committeee on Nomination of Teachers at the dates specified. Those employed as teachers on probation are indicated by the addition of the name of the school, where they have been so employed under the authority of this Committee.

July 2, 1880.

Lizzie M. Balcomb, Bentley Pr. Mary J. Bigelow, Browne, I. Margaret S. Bole, Annie J. Coan, Genevieve Cook, M. Ella Cressey, Bentley Pr. Chastine Emerson, Laurette P. Emerson, Carlton.

Caroline Goldthwaite, Eliza G. Hill, Bowditch.

Martha T. Leonard, Caroline N. Littlefield,

Lizzie T. Lyon, (helper) Oliver.

Clara B. Parkhurst, Emily F. Reed,

Abby B. Skinner, Lincoln.

Janet H. Wilson.

Nov. 15, 1880.

Sarah L. Cabeen, Charlotte M. Newton, Browne, II.

Fannie W. Gawith,

# XIV. CORPS OF TEACHERS.—Dec., 1880.

[ A prompt notice of change of residence is requested by the Superintendent. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of teachers not yet elected in *italics*; others, in Roman type.]

#### HIGH SCHOOL, BROAD STREET.

'NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
JOHN W. PERKINS,	Master	\$2,500	November, 1865.	6 Linden.
Arthur L. Goodrich,	Sub-Master	1,200	Dec., 1862. October, 1874.	7 Piedmont.
Susan A. Osgood,	First Asst.	1,100	February, 1868.	Chelsea.
Mary J. Thayer,	Assistant	650	Sept., 1858. October, 1867.	34 Broad.
Annie C. Draper,	Assistant	650	Sept., 1863. March, 1870.	260 Essex.
Mary L. Chapman,	Assistant	650	April, 1867. September, 1875.	3 Harris'n Av
Alice Jenkins,	Assistant	650	April, 1874. October, 1876.	Lynn.
			March, 1865.	
	i	\$7,400		

#### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ı, II.	HANNAH E. CHOATE,	Principal	\$1,800		23 Norman.
III.	Mary A. Colman,	First Asst.	600	Dec., 1857. Sept., 1846.	3 Winter.
IV.	Mary A. Gage,	Assistant	500		46 Essex.
v.	Eliza G. Cogswell,	Assistant	500	Apr., 1871. Sept., 1855.	46 Essex.
			\$3,400		

#### BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	\$1,800	Dec., 1874.	19 Buffum.
II.	Margaret G. Stanley,	Sub-Prin.	800	Sept., 1864. June, 1863.	5 Spring.
III.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	Assistant	500	April, 1876.	164 North.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
v.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
v.	Helen M. Miner,	Assistant	500	Dec., 1874.	12 Mt. Vernon
v.	Eliza G. Hill,	Assistant	400	Aug., 1867.	27 Andrew.
			\$6,000		

#### PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	27.4.3676	POSITION.	CAL'DY	DATE OF	RESIDENCE.
CLASS.	NAME.	POSITION.	SAL KY	ELECTION.	KESIDERCE.
I, II.	EDWIN R. BIGELOW,	Principal	\$1,800	Aug., 1876. Nov., 1857.	6 Carpenter.
III.	Mary E. Stanley,	First Asst.	600	Oct., 1864.	20 Andrew.
IV.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	Sept., 1872. April, 1876.	8 Becket.
v.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	46 Essex.
v.	Clara M. Greenough,	Assistant	500	Sept , 1879.	92 Federal.
			\$4,400		

#### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	WM. P. HAYWARD,	Principal	\$1,800		83 Summer.
III.	Sarah E. Cross,	First Asst.	600	Dec., 1843. March, 1845.	55 Endicott.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
v.	Eliza J. Murphy,	Assistant	500	Jan., 1874.	10 Orne.
		ł	\$3,400		

#### SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	\$1,800	Sept., 1873. Sept., 1854.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600		5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
v.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
v.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			\$4,900		

#### BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	\$600	Nov., 1842.	54 Wash'n 8q.
11.	M. Ella Cressey,	Assistant	400		17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n Sq.
IV.	Marion Chadwick,	Assistant	500	June, 1879.	17 Brown.
			\$2,000		

#### BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Bachelder,	Assistant	500	Oct., 1872.	108 Lafayette.
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette.
			\$2,100		

#### BROWNE SCHOOL (I), ROPES STREET.

	BROWNE S	CHOOL (1),	ROPES	STREET.						
CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.					
I.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.					
II.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.					
III.	Emma A. Graves,	Assistant	500	May, 1870.	15 Chestnut.					
IV.	Mary J. Bigelow,	Assistant	400		56 Lafayette.					
			\$2,000		l .					
BROWNE SCHOOL (II), ROPES STREET.										
CLASS.	NAME.	POSITION.	sal'ry	DATE OF ELECTION.	RESIDENCE.					
ı.	EVA M. DAVIS,	Principal	\$600	Sept., 1872.	199 Bridge.					
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.					
III.	Mary E. Leavitt,	Assistant	500	Feb., 1879.	8 Downing.					
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n.					
			\$2,100		•					
	CARLTON S	CHOOL, SI	CERRY	STREET.						
CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.					
I.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n Sq					
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.					
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.					
IV.	Laurette P. Emerson,	Assistant	400		193 Bridge.					
			\$2,000							
-	ENDICOTT	SCHOOL, B	OSTON	STREET.						
CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.					
I.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	146 Federal.					
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.					
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop.					
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.					
			\$2,100							

#### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	AMELIA R. THAXTER, Lucy E. Adams,	Principal Assistant	\$600 500	May, 1859.	385 Essex. 47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	117 Federal.
IV.	$Abby\ B.\ Skinner,$	Assistant	400		14 Howard.
			\$2,000		

#### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.	
1.	EMILY A. GLOVER,	Principal	\$600	Oct., 1864.	15 Hawthorne	
II.	Lizzie E. Farmer,	Assistant	500	Dec , 1876.	109 North.	
III.	Annie L. Warner,	Assistant	500	Oct., 1877.	21 Aborn.	
IV.	Jane M. Gray,	Assistant	500	Feb., 1877.	13 Mall.	
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	Kimball Ct.	
			\$2,600			

#### PHILLIPS PRIMARY, ESSEX STREET.

CLASS.	NAME,	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.	
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	3 Osborne.	
- II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.	
III.	Ardelle Allard,	Assistant	500	Dec., 1873.	17 Norman.	
IV.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.	
IV.	Grace G. Hooper,	Assistant	500	April, 1878.	17 Norman.	
			\$2,600			

#### PICKMAN SCHOOL, DUNLAP STREET.

CL	ASS.	NAME.	POSITION.	sal'ry	DATE OF ELECTION.	RESIDENCE.
*	I.	ANSTISS P. STEVENS,	Principal	\$600	July, 1868.	170 North.
	II.	Julia M. Mann,	Assistant	500	April, 1869.	164 North.
	III.	Harriet M. Stetson,	Assistant	500	April, 1873.	59 Barr.
	IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
				\$2,100		

#### PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. Anna Harris,	Principal	\$600	June, 1859.	15 Federal.
II.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hawthorne
III.	Kate M. Gray,	Assistant	400	April, 1880.	13 Mall.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			\$2,000	l .	

#### UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ı.	MARIA CUSHING,	Principal	\$600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton Pl.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			\$2,100		

#### NAUMKEAG SCHOOL, WASHINGTON STREET.

			1	
NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ADA B. PIKE,	Principal	\$600	Feb., 1879.	16 Prescott.
Sarah P. Clemons,	Assistant	500	May, 1880.	403½ Essex.
		\$1,100		

#### XV-1. TRUANT OFFICERS.

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.	_
John W. Libbey,	\$800	February, 1874.	3 Osborne.	•
Frederick H. Hunt,	10	January, 1877.	17 Hardy.	
	\$810			

#### 2. JANITORS.

	1		
NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
Luke E. Friend,	\$485	3 Lynn.	4-Carlton, Endicott, Lin-
Frederic H. Hunt,	600	17 Hardy.	coln, and Prescott.  3—Bentley and Phillips
Joseph Tomlinson,	650	36 Albion.	Grammar and Primary. 1—Bowditch.
Joseph H. Torr,	300	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	400	12½ Mt. Vernon	2—High and Oliver.
John W. Wheeler,	540	4 Harrison Av.	3—South Salem.
	\$2,975		

#### XVI. BOARD OF SCHOOL COMMITTEE, 1881.

SAMUEL CALLEY, Mayor, Chairman ex-officio.

JOHN M. RAYMOND, President of the Common Council, member ex-officio.

WARD ONE.

Till 1882. Lawrence E. Millea, Till 1883.

Till 1884.

16 Elm.

Nathan H. Millett, 8 Curtis. George Russell, 10 Liberty.

WARD TWO.

Charles Sewall, 12 Brown. Mary G. Ward, 57 Federal. Edwin H. Dodge, 3 Brown.

WARD THREE.

George F. Ropes, 16 Summer. O. W. Holmes Upham, John Preston, 313 Essex. 1 Mt. Vernon.

WARD FOUR.

James P. Franks, 302 Essex. Sarah E. Sherman, James Donaldson, 94 Federal. 172 Federal.

WARD FIVE,

John R. Lakeman, 21 Linden. Charles M. Buffum, 10 Cabot.

Elisha J. Faxon, 2 Linden.

WARD SIX.

Alfred B. Brown, 37 Walter. S. F. Chase, 36 Barr. Edward E. Dalton, 21 Mason.

Augustus D. Small, Superintendent and Secretary, 6 City Hall.

CHARLES E. BURNS, Messenger, 5 City Hall.

Executive Committee, Mayor Calley, President Raymond, and Messrs. Donaldson, Faxon, and Buffum. Elisha J. Faxon, Clerk.

First Visiting Committee, on High School, James P. Franks, Chairman; S. F. Chase, Clerk; and James Donaldson.

Second Visiting Committee, on Grammar Schools, Sarah E. Sherman, *Chairman*; Edward E. Dalton, *Clerk*; Elisha J. Faxon, Charles Sewall, and O. W. Holmes Upham.

Third Visiting Committee, on Primary Schools, John R. Lakeman, *Chairman*; Nathan H. Millett, *Clerk*; Alfred B. Brown, Charles M. Buffum, Edwin H. Dodge, Lawrence E. Millea, John Preston, George F. Ropes, Georgè Russell, O. W. H. Upham, and Mary G. Ward.

Committee on Naumkeag School, John R. Lakeman, Chairman; Charles M. Buffum, Clerk; and O. W. H. Upham.

Committee on Evening Schools, Nathan H. Millett, Chairman; Edwin H. Dodge, Clerk; and George Russell.

Committee on Music, James Donaldson, Chairman; Mary G. Ward, Clerk; and Edwin H. Dodge.

Committee on Drawing, O. W. Holmes Upham, Chairman; Elisha J. Faxon, Clerk; and George Russell.

Committee on Nominations, S. F. Chase, *Chairman*; Charles M. Buffum, Edward E. Dalton, John R. Lakeman, and O. W. H. Upham. Augustus D. Small, *Secretary*.

#### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,			Sa	rah E	. Sh	erman, (Chairman.)
Bowditch, Dean St.,	٠					O. W. H. Upham.
Phillips, Herbert St.,						Charles Sewall.
Pickering, School St.,				Edv	vard	E. Dalton, (Clerk.)
Saltonstall, Hazel St.,						Elisha J. Faxon.

#### SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,						George F. Ropes,
Bertram, Willow Ave.,						Charles M. Buffum.
Browne, Ropes St.,						O. W. H. Upham.
Carlton, Skerry St.,						Edwin H. Dodge.
Endicott, Boston St.,		•				. John Preston.
Lincoln, Fowler St.,						Lawrence E. Millea.
Oliver, Broad St.,			Joh	n R	. La	keman, (Chairman).
Phillips, Essex St.,				Na	tha	n H. Millett, (Clerk).
Pickman, Dunlap St.,						Mary G. Ward.
Prescott, Howard St.,						. George Russell.
Upham, North St.,						Alfred B. Brown.

#### XVII. SCHOOL CALENDAR.

- School Year began Monday, September 6, 1880.
   Second term begins Monday, February 7, 1881.
   School year ends Saturday, July 9, 1881.
   Next school year will begin Monday, September 5, 1881.
- Vacations:—Thanksgiving Day, Nov. 26, 1880, and Nov. 27, 28.
   Christmas to New Years, Dec. 25, 1880, to Jan. 1, 1881, both included.

March 7 to 12, both included,—Monday to Saturday. Monday, July 11, 1881, to Saturday, Sept. 3, 1881, both included.

- Legal Holidays:—Washington's Birthday, Tuesday, Feb. 22, 1881.
   Fast Day, Thursday, April 14, 21, or 28, 1881.
   Fourth of July, 1881, on Monday.
- 4. Number of weeks of actual school time, after deducting the vacations and holidays, as above, 40.8.
- Number of sessions:—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day, except Saturday.
- 6. Hours of session:-

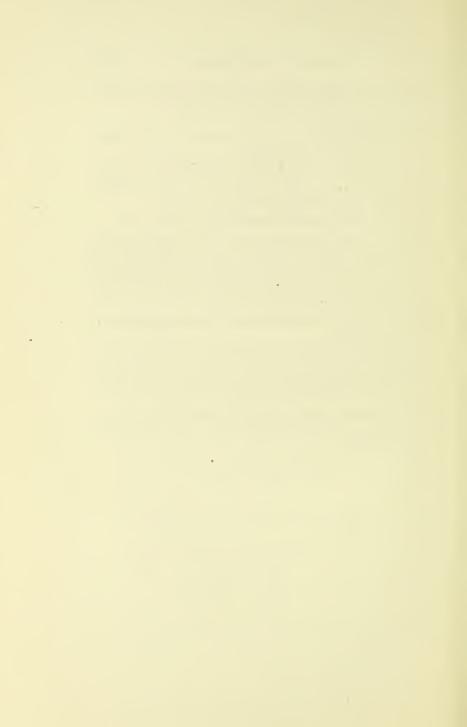
High School, March to November, from 8 A. M., to 1 P. M. November to March, from  $S_2^1$  A. M., to 1 P. M.

Grammar Schools, April to October, from 8 to 11 A. M., October to April, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

Primary Schools, April to October, 8 to 11 A. M., October to April, 9 to 11½ A. M., and 2 to 4 P. M., the year round.

Naumkeag School, October to April, 8½ to 11½ A. M.; otherwise like the primaries.

- 7. Detentions permitted:—Fifteen minutes after morning sessions; one hour at the close of the afternoon sessions.
- 8. Times of examinations:-
  - In High School, Friday, Jan. 28, to Friday, Feb. 4, 1881; Friday, June 24, to Friday, July 1, 1881.
  - In Grammar and Primary Schools, Wednesday, Dec. 8, to Saturday, Dec. 11, 1880; Wednesday, March 23, to Saturday, March 26, 1881; Wednesday, June 15, to Saturday, June 18, 1881. Short examination, Friday, July 8, 1881.
  - Diplomas and promotions awarded, Saturday, July 9, 1881.
- 9. Times of monthly reports from teachers and presentation of bills, the Monday following the dates to which the statistics are to be extended,—namely: Saturday, Oct. 2, Oct. 30, Nov. 27, and Dec. 25, 1880; Jan. 29, Feb. 26, Apr. 2, Apr. 30, May 28, and July 2, 1881. Also, next school year, Saturday, Oct. 1, Nov. 5, Dec. 3, Dec. 24, 1881, and Feb. 4, 1882.
- Times of meeting:—School Committee, the third Monday evening in each month.
  - Executive Committee, the first Monday evening in each month.
- 11. Dates for presenting all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Superintendent's office, No. 6, City Hall.
- Superintendent's office hours:—April to October, 11 to 12, A. M.;
   October to April, 8 to 9, A. M. —on school days. Office at No.
   City Hall.











# CITY OF SALEM.



# REPORT

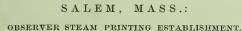
OF THE

# School Committee

\_\_\_ FOR \_\_\_

1881.





1882.







# ANNUAL REPORT

OF THE

# School Committee

OF THE

# CITY OF SALEM.



DECEMBER, 1881.

SALEM, MASS.:
OBSERVER STEAM PRINTING ESTABLISHMENT.
1882.



CONTENTS.

		I	Page.
BOARD OF SCHOOL COMMITTEE, 1881,			1
REPORT:—Executive Committee,			5
First Visiting Committee (High School),			7
Second Visiting Committee (Grammar Sch	nools),		9
Third Visiting Committee (Primary School	ols),		11
Naumkeag-School Committee,			19
Evening-School Committee, .			22
Committee on Vocal Music,			27
Committee on Drawing,			29
APPENDIX:—Census, I, II, III,		. 33	1, 32
Absence of Teachers, IV,			33
Substitutes employed,			33
Ages of Pupils in all Grades, V,			33
Promotions, July, 1881, VI,			33
Account of Truant service, 1880-1, VII,			34
Rates of Tuition, VIII,			34
Table of Statistics, IX, A and B IX,		. 38	5, 36
Graduates, High and Grammar, X, .			37
List of Books Used in the Grammar School	ols of S	alem,	39
Corps of Teachers, Dec., 1881, XII, .		1.	41
Truant Officers and Janitors, XIII, .			47
Board of School Committee, 1882, XIV,			<b>4</b> 8
School Calendar, XV,			51



#### BOARD OF SCHOOL COMMITTEE, 1881.

SAMUEL CALLEY, Mayor, Chairman ex-officio.

JOHN M. RAYMOND, President of the Common Council, member ex-officio.

	WARD ONE.	
Till 1882.	Till 1883.	Till 1884.
Lawrence E. Millea,	Nathan H. Millett,	George Russell,
16 Elm.	8 Curtis.	10 Liberty.
	WARD TWO.	
*Charles Sewall,	Mary G. Ward,	Edwin H. Dodge,
12 Brown.	57 Federal.	3 Brown.
	WARD THREE.	
George F. Ropes,	O. W. H. Upham,	John Preston,
16 Summer.	315 Essex	1 Mt. Vernon.
	WARD FOUR.	
James P. Franks.	Sarah E. Sherman,	James Donaldson,
302 Essex.	94 Federal.	172 Federal.
	WARD FIVE.	
John R. Lakeman,	Charles M. Buffum,	Elisha J. Faxon,
21 Linden.	10 Cabot.	2 Linden.
	WARD SIX.	
Alfred B. Brown,	†S. Freeman Chase,	Edward E. Dalton,
37 Walter.	36 Barr.	21 Mason.

‡ Augustus D. Small, Superintendent and Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger, 5 City Hall.

<sup>\*</sup>Resigned during term and Henry F. Waters elected to fill the vacancy.

† " " Winfield S. Nevins " " " "

<sup>‡</sup> Office of Superintendent expired April 1, 1881, and Arthur L. Goodrich elected Secretary of the Board, but resigned during term, and Henry F. Waters was chosen Secretary.

#### EXECUTIVE COMMITTEE.

Mayor Calley, President Raymond, Messrs. Donaldson, Faxon, and Buffum.

#### FIRST VISITING COMMITTEE-HIGH SCHOOL.

James P. Franks, Chairman.

\*S. Freeman Chase,

James Donaldson.

#### SECOND VISITING COMMITTEE-GRAMMAR SCHOOLS.

Sarah	E. Sherman,	Chairman,	Sub-C	ommittee	for the	Bentley S	School.
O W	Holmos Ilnh	o.m	66	66	66 -	Powdital	Sahool

O. W. Holines Ophani		•				Dowalten School
†Charles Sewall			66	6.6	66	Phillips School.

					_
Edward E. Dalton,			6.6	66	Pickering School.

Elisha J. Faxon, . . . . " " Saltonstall School.

#### THIRD VISITING COMMITTEE-PRIMARY SCHOOLS.

John R. Lakeman, Chairman, Sub-Committee for the Oliver School.

George F. Ropes, .	•	•	٠		••		Bentley School.
Charles M. Buffum,				66	66	66	Bertram School

O. W. Holmes Upham, " " Browne Schools.

Edwin H. Dodge, . . . . " " Carlton School.

John Preston, . . . . " " Endicott School.

Lawrence E. Millea, . . . " " Lincoln School.

Nathan H. Millett, . . . " " Phillips School.

Mary G. Ward, . . . " " Pickman School.

George Russell, . . . . " "- " Prescott School.

Alfred B. Brown, . . . " " Upham School.

#### COMMITTEE ON NAUMKEAG SCHOOL.

John R. Lakeman, Chairman.

Charles M. Buffum,

O. W. H. Upham.

<sup>\*</sup> Resigned. Henry F. Waters was assigned to this position Sept. 5th, 1881.

<sup>‡</sup> Resigned. Henry F. Waters was assigned to this position March 21, 1881.

<sup>‡</sup> Winfield S. Nevins was assigned to the Browne Primary Schools Nov. 21st, 1881.

#### COMMITTEE ON EVENING SCHOOLS.

Nathan H. Millett, Chairman.

Edwin H. Dodge,

George Russell.

COMMITTEE ON MUSIC.

James Donaldson, Chairman.

Edwin H. Dodge,

Mary G. Ward.

COMMITTEE ON DRAWING.

O. W. Holmes Upham, Chairman.

Elisha J. Faxon,

George Russell.

COMMITTEE ON EXAMINATION OF TEACHERS.

\*S. Freeman Chase, Chairman.

Charles M. Buffum, Edward E. Dalton,

John R Lakeman, O. W. H. Upham.

COMMITTEE ON PRINTING AND SUPPLIES. †Henry F. Waters, Chairman.

Charles M. Buffum, Edwin H. Dodge, Elisha J. Faxon, John M. Raymond.

<sup>\*</sup> Resigned. Henry F. Waters appointed in September to fill the vacancy, and John R. Lakeman elected Chairman.

<sup>†</sup> Resigned. John M. Raymond elected Chairman.



## REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., DEC. 19, 1881. IN SCHOOL COMMITTEE.

To the School Board of the City of Salem:

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending Nov. 30, 1881:

#### 1. Permanent Investment.

Alterations,		\$ 69	95
Apparatus,	•	70	47
Furniture,		158	12
Library and	Cabinet,	926	56

Am't Permanent Investment, \$1,261 10

#### II. Current Expenditures.

Salaries, .	\$6	31,349	80
Janitor's pay,		3,228	15
Fuel, .		2,510	09
Rent, .		440	00
Repairs, .		384	80
Printing & supplie	s,	1,820	56
Books for Indigent	Pupils,	857	65
Miscellaneous,		1,739	82

Am't. of Current Expenditures, \$72,330 87

Total Amount expended during the year, \$73,591 97

#### 6 Report of Executive Committee.

Total amount expended during the year, \$73,591 97

III. Receipts.

Dog-tax, \$1,235 71

Tuition of non-resi-

dent pupils, 155 00

Total Receipts, . . . \$1,390 71

Net Total Expenditures for the year, \$72,201 26

For the Executive Committee,

SAMUEL CALLEY, Chairman.

#### REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 19, 1881.

The rule of this Board which calls for an annual report from the several Visiting Committees, requiring that the same, or part thereof, be printed, intends that the Board and the public generally shall know something of the condition of the schools thus entrusted to the different members.

The High School Committee has a very brief report to submit, and finds that its experience concurs generally with that of previous reports, and the school under its care continues to do well.

No change has occurred in the corps of teachers and every member of the same has in no way slackened in the faithful performance of duty, and has given to the work their best strength and energy.

There are one or two features which are entitled to passing note,—one of which has to do with this year especially. An increase of salary of a few hundred dollars, made to the Sub-Master, Mr. Goodrich, recognizes the value of a permanent occupant of this position, and that the department of studies under his care should have the advantage of continued experience, which up to the time of the present incumbent it failed to receive, owing to frequent changes that the amount of salary made necessary.

We do not learn from the testimony of teachers that the

#### 8 Report of First Visiting Committee.

working efficiency of the scholars improves with time, or that the school altogether accomplishes its former amount of work. This is not to be attributed to any high or unreasonable expectation, but based simply upon the amount that the different members in the school perform when reduced to pages. Do all the teachers may, they are unable to produce the former results. It is not for the Committee to explain the fact, were explanation in their power; they can only ask that parents combine with the teachers in arousing the scholars to a right appreciation of their advantages.

The Salem High School is attaining more and more a worthy reputation throughout the country. Every year adds to the number of applicants from abroad, who cheerfully pay the fee for tuition.

In closing this report, the High School Committee cordially recommend the school in their charge to the confidence and care of the Board.

 $\begin{array}{c} \text{JAMES P. FRANKS,} \\ \text{JAMES DONALDSON,} \\ \text{HENRY F. WATERS,} \end{array} \right\} \ \textit{First Visiting Com.}$ 

# REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 19, 1881.

The Grammar School Committee are glad to be able to report that the schools under their charge are in good condition.

We would most earnestly ask the co-operation of all good citizens, to aid us in making our public schools of such value to the people that no thoughtful parent will hesitate to make his or her child a pupil therein.

It is here that the great majority of our future citizens are receiving impressions and forming habits which will go with them through life. It is here that many receive all the mental and moral teaching which they ever know. How important, then, to the State, as well as the individual pupil, that the school-room and its influences be made as nearly perfect as possible.

The schools have been unusually full since the beginning of the present school year; additional rooms having been opened in the Bowditch and Phillips schools;—hence there are now in the Bowditch School an extra second class, in addition to the previous number, and in the Phillips, two third, two fourth, and two fifth classes. The two fifth classes and one fourth were outside the building.

Last year the attention of the City Government was called to the necessity of making some provision for the Phillips Grammar School to be accommodated in one building. We would renew the suggestion with all due respect and express the hope that the matter will soon receive due attention. The inconvenience and trouble arising from the present

## 10 Report of Second Visiting Committee.

method of colonization can hardly be computed, especially since the discipline of the school has been taken from the hands of the subordinate teachers, rendering it impossible for them to secure the good order and attention necessary for instruction.

There have been few changes in the corps of teachers during the year.

We would call the attention of the Board to a suggestion from some of the principals, that during the three winter months the forenoon recess be dispensed with, and the school closed at 11:30.

A very respectful protest against the rule forbidding the forming of lines has been offered, urging for reason, that much more time is consumed, and the pupils kept longer in the cold when lines are not formed, besides the liability to accidents when so many children of all ages and dispositions are allowed to rush in disorder into the school-room.

The forming of lines in the largest school in the city consumes just one minute of time.

The only change in text-books has been the introduction of the Franklin Written Arithmetic into the fifth class, in place of the one before used.

There is a loud call from some of the schools for a more easily comprehended text-book in Grammar, and for a Reader in the higher classes which will be adapted to the understanding of the pupils.

We would call attention to the very excellent system of ventilation in the Bowditch School Building, and suggest its adoption in all other school buildings as far as practicable.

For the Committee,

# REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 19, 1881.

The closing month of the year reminds us that our annual report is demanded by those who have elected us to these positions of trust and honor, and it is to them that we now address ourselves.

It is our province to speak especially of the Primary Schools, where children are received directly from the home and in three or four years graduated to the Grammar Schools. We cannot refrain from repeating our emphatic protest against any opinion which shall depreciate the importance of these centres of influence, where the child receives that which is longest remembered, and unconsciously becomes a teacher of older members of the family.

The fact that in some of the schools there has been an increase of interest, as manifested by more frequent visits, leads us to hope that our importunities may in time be rewarded, and the teacher who is faithfully performing her duties, may know that she is not wholly forgotten by those whose children have been placed in her keeping. That which seems a small matter to the parent who hears no complaint from the child, that each day goes and comes to and from the school, and who would feel hurt were the charge of lack of interest made directly by those whose duty it is to take especial care of our educational interests, becomes an all important question with the zealous and enthu-

siastic teacher who deeply appreciates every little token of approval or even critical observation. While recognizing the necessity for such co-operation in every grade, we wish to emphasize the especial need of our Primary Schools for this mutual interest and attention to the wants of the pupils. Are you not, as responsible guardians of these children, dutifully delegated to know just what is being done during the morning and afternoon hours of their absence? Are you willing to remain quietly at home, or at your work, reading from our Reports that the schools were never in better condition, that children and teachers are happy in their labors, and that nothing remains to be done to increase your cause for pride in our boasted educational system, without seeking to ascertain whether our methods commend themselves to your good judgment, or whether we, as members of the Committee, are cognizant of all which is going on within the school-walls? When you make selection of twenty men and women, saying to them: "Here are the schools of our city! their pecuniary value is great, and so many thousands of children are in attendance," is it fair to them that no farther interest shall be shown,—no personal observation given to the work which should be so dear to each of us? When we employed the services of a Superintendent of Schools, and the complaint was justly made that members of the Committee were too willing that he should perform the duties which properly belonged to them, was there more cause for adverse criticism than when parents leave all to the Committee and teachers? It has been a custom for many years to grant reward cards, or credits as they are termed, to those children whose deportment warrants their remembrance. Has it ever occurred to the parent that a word of encouragement to the happy bearer of these prizes is of inestimable worth, or that a neglect to share the child's delight is of incalculable injury by destroying the moral effect which faithfulness

deserves to have established? When the question of expenditure for a new school building is being discussed, we find the public deeply interested and watchful lest the amount shall exceed what seems to them a fair and necessary limit. We acknowledge this as a right and a duty, and would call attention to another duty of equal importance regarding the style of the building, the means of ventilation, the exits and conveniences. We may make a large outlay and fail to receive an equivalent because of disregard of these important matters. Public sentiment is valuable and certainly in such vital questions where the health and happiness of children are concerned, should be heard and felt by those who are acting as their agents, but we must even then consider our duty unperformed if after providing commodious and comfortable buildings, we allow the teachers and pupils to occupy them without thought or care of our own as to their daily acts.

In reviewing the work of the year we find a radical change in methods and the customary changes in our corps of teachers. Early in the year a majority of the Board decided not to fill the office of Superintendent of Schools, and for clerical work elected a Secretary. Since that time the work of preparing examination questions has been performed by the teachers, this Committee reserving the right to pass judgment thereon. The Principals have held frequent meetings through the year and the assistants of like grade have occasionally met for consultation and comparison of work. On one or two occasions the Principals have met with this Committee and the work of the schools under their charge has been the subject of interesting discussion. More attention has been paid to reading, nearly all the schools having been supplied with supplementary matter at the discretion of the respective sub-committees. Many of the teachers have

## 14 Report of Third Visiting Committee.

expressed a desire for the use of text books in Elementary Geography. We have had this subject under consideration at several of our meetings, but decisive action has been delayed until the proper course shall be clearly delineated.

Our Primary Schools have labored under a serious difficulty for the last two years. Owing to the fact that many children were necessarily dismissed for the purpose of carrying warm dinners to their fathers, laboring at a distance from home, which interruption was productive of disorder in the class work, it was decided to reduce the morning session one-half hour. As the work was not proportionally reduced the limited term has afforded scant time for the studies assigned. We refer these matters to our successors, hoping that the proper solution of the difficulties may be made known and the evils remedied.

In the Bentley Primary, Miss Marion Chadwick resigned her position as teacher at the close of the school year and was succeeded by Miss Alice M. Jenks, formerly connected with the Endicott School, who was in turn succeeded by Miss Laura M. Carlton. In the Browne "2," Miss Eva M. Davis, the Principal, resigned her position in September and Miss Emma F. Earle was elected to fill the vacancy. Miss Ada B. Pike has been appointed to the position made vacant by Miss Earle's promotion. In June, Miss Mary E. Leavitt resigned her position as assistant in the same school and the pupils were assigned to the other rooms. In the early summer the depleted condition of the Pickman School made it advisable to close two of the rooms, dispensing with the services of two of the teachers. The school was reorganized by the election of Miss Harriet M. Stetson as Principal and Miss Sarah N. Littlefield as assistant. has now been found after a few months' trial that the presence of a second class in the first room interferes materially with the fitting of pupils for the Grammar School, and authority has been given the sub-committee to re-open a third room. At the September meeting the crowded condition of the first room of the Phillips Primary, the second room of the Oliver School, and the room in the Browne School occupied by one class of the Naumkeag, made the appointment of helpers a necessity. Miss Flora Z. Sibley was appointed at the Phillips, Miss Annie M. Hamblett at the Oliver, and Miss Annie V. Ward at the Browne.

One change has occurred in our Committee during the year, Mr. O. W. H. Upham, formerly in charge of the Browne schools, having resigned his position, and Mr. W. S. Nevins, elected to the Board to fill the position vacated by Dr. S. F. Chase, having been appointed to this Committee and assigned to these same schools.

The City Government of last year passed an ordinance whereby all repairs upon school buildings were to be made under the direction of the Committee on Public Property, and paid for from a special appropriation made by the City Council. Several of the school buildings have been greatly improved at small outlay, while others have received the more particular attention which their needs merited. Our last report called attention to the imperfect lighting of the Bertram School. After careful consideration it was decided to cut through the northern and southern walls, inserting therein four additional windows, while, to avoid the evils of cross lights and direct rays, the seats of the pupils and desks of the teachers were re-arranged.

It is a matter for regret that the Lincoln School, located on Fowler street, has been allowed to remain in its present inferior condition, when additional dressing rooms and changes of location of stairs could have been added and made at comparatively light expense. Attention has been called to these defects for the past two years, but the appropriations seem to have expended themselves before reaching this building. We earnestly bespeak for this school the prompt attention of Committee on Public Property, trusting that the suggestions heretofore made may commend themselves to their judgment.

To the incoming City Government we make an earnest appeal for better accommodations for the Phillips Primary School. We can hardly be charged with exaggeration when we pronounce this school building a disgrace to the city. The subject has been so often before former City Governments that a recapitulation of defects seems needless. During the last months steps have been taken to provide some means for ventilating the close and odorous rooms, a matter which has been disregarded in the past because of the apparent uselessness of expending money on a building daily expected to receive its merited doom.

It is a matter for congratulation that the depressions near the Pickman school have been filled, thereby improving the sanitary condition of the neighborhood. The yard needs grading, as it did when public attention was called to the fact that each heavy rain flooded the grounds to the detriment of all connected with the school.

Although duty compels us to point out existing defects, which we hope may be remedied during the coming summer, yet we should not be unmindful of the great improvements made during the past few years, which we recognize as helpful and deserving of great praise. Our school buildings, taken as a whole, have not been in such excellent condition for many years and we are assured that the money has been well expended, which thus brings comfort and conveniences to our public schools.

With an increasing population, especially of children, it is not strange that we are continually asking for enlarged

accommodations, and our especial needs at present are for an entire reorganization in the lower portion of the city whereby the best use can be made of present room and that which would come with a new building; also in the upper section, where certainly two of the schools contain more pupils than can be easily accommodated. The proper remedy for this latter evil seems to be an enlargement of the Endicott school, located on Boston street, in order that the district limits of the Lincoln School may be carried farther towards the East and those of the Oliver school be thereby abridged. We deprecate the plan of locating isolated colonies in buildings which were never designed for school purposes, both on sanitary and educational grounds. We have in the Pickman School, located on Dunlap street, room for some fifty additional pupils, but the population in that vicinity is so meagre, and the distance which the children would have to travel is so great that it is practically unavailable.

In the internal work of the schools there are delicate but important interests, concerning which there is a difference of opinion in our Committee, and we ask of our successors only a careful consideration of the effects resulting from the recent rule of the School Board, whereby the authority to inflict corporal punishment was taken from the assistant teachers and vested in the Principals; also that the course of study may be deemed of sufficient interest to warrant more frequent meetings of the teachers and committee.

It has been a yearly custom for the Chairman of the different Visiting Committees to prepare a report of the year's work, interspersed with such suggestions as seem fitting, which, after receiving the approval of the respective committees, has gone abroad with the weight of their sanction. In this report, which marks the time when the present chairman closes his six years of continuous service,

## 18 Report of Third Visiting Committee.

permission has been given him to express his deep sense of obligation to those who have so kindly and faithfully cooperated with him in earnest endeavor to raise the standard of our Primary Schools. It is with the pleasantest feelings towards his old associates of the Board, and the greatest respect for those who are laboring in the schools to place before our little ones the highest ideal of eitizenship and pure moral life, that this connection ceases to exist. Our faith in the sacredness of our work has never wavered; varied opinions have brought no accompanying harshness of judgment; ever before us has appeared the vision of that distant day when the progressive and earnest efforts of educational sympathizers shall have solved the problems which have seemed to us so difficult of solution.

For the Committee,

JOHN R. LAKEMAN, Chairman.

# REPORT ON NAUMKEAG SCHOOL.

Our report of the Naumkeag School must necessarily be brief, since its present condition is so peculiar that its identity is scarce recognizable. Like that creation of fancy so well known to the admirers of our inimitable English caricaturist, it is simply waiting for something to turn up. The opening of the year found the school domesticated in the building located on the corner of Charter and Central streets, with an average attendance of about fifty pupils. This diminution was owing to the season of the year, the re-opening of the Jute Mills, and the fact of our limited and inconvenient surroundings. After mature deliberation, this Committee recommended a temporary dissolution of the school until a suitable building could be provided and the wants of the attendants be more adequately met.

The recommendation was adopted by the Board, and in May the change was made. The Principal, Miss Ada B. Pike, desiring the rest made necessary by the unusual vicissitudes attending her labor, was relieved from duty, while the assistant, Miss Sarah P. Clemons, was located, with her class of French children, in a vacant room of the Browne Primary "2." The conveniences of this pleasant room soon had their effect on the attendance, and the number increased so rapidly that in September it was found necessary to grant an assistant. The children of the upper room were divided among the schools of their respective districts, and in many cases it was found difficult to assign them a regular place in our graded schools because of their irregular attendance.

Although this division of our school has become practically united to the Primary as an ungraded class, yet we shall be pardoned for presenting a few details of work and results. We desire first to acknowledge our deep appreciation of the work performed by the lady in charge of the With affable and cheerful manners, and that practical understanding of the peculiar language spoken by these children of French parentage, she has succeeded in arousing the interest and eliciting the affections of the pupils to an unusual degree. The children are retained in the room until competent to speak and read English, when they are transferred to the proper classes of the school with which they are at present associated. In accordance with the order passed at the September meeting, Miss Annie V. Ward was appointed assistant and has rendered valuable service to the school.

The number of pupils at present registered is 101; number belonging, 75. The average daily attendance is about 60, although this is subject to contingencies. Most of these children are employed in our manufacturing establishments and are dependent on this little school for the instruction which they receive. The parents, as a rule, feel the need of their assistance in supporting the family after they attain the age of fourteen years, the limit of legal requirements for school attendance. The wise and beneficial law which regulates these questions of instruction and labor is very helpful in its application to the class of children we have among us, and the number is steadily increasing. We feel sure that neither the members of the Board, nor the public generally, would regret the time spent in a visit to this very interesting school, where the natural methods employed give freshness and vivacity to the exercises. We earnestly recommend the continuance of a special committee on the Naumkeag School, and feel

hopeful that the importance of establishing a large ungraded school in our city may be made clear to our successors and all who are interested in our public schools.

For the Committee,

JOHN R. LAKEMAN, Chairman.

# REPORTS OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM, IN SCHOOL COMMITTEE, March 15, 1881.

Ladies and Gentlemen: The Committee on Evening Schools have deemed it proper to make at this time a report upon the full term of these schools for the season of 1880 and 1881, in lieu of waiting until the end of the year as heretofore. Previously, the annual reports have included portions of two different terms, and the Committee have thought it the better plan to make a complete statement at the close of the term, of the workings of the schools for the season.

The Schools were opened November 1st, 1880, the "Naumkeag," or Girls' School, under the charge of Miss Charlotte M. Newton, with one assistant, and the "Phillips" or Boys' School, with Miss M. A. Dunn, as Principal, and five assistants.

At the Girls' School, the attendance was quite small at the beginning of the term, (probably as the School Room, the third story of the brick block on St. Peters' Street, was in rather an out of the way location; many of the scholars of former years living in South Salem), but soon increased, as will be seen by the record. The average nightly attendance, was: November, 17 scholars; December, 22 scholars; January, 23 scholars; February, 13 scholars; making for the term an average of 19 per evening, of whom

50 per cent. were house servants, 38 per cent. were Mill Operatives and 12 per cent. were of other occupations.

The studies pursued were Reading, Writing, Grammar and Arithmetic.

The attendance varied considerably from week to week; owing chiefly to the fact that the largest proportion of the scholars were, from the nature of their occupations, unable to attend but two or three evenings in a week: but we found in our visits to the school, that they were diligent in their studies, and showed a marked improvement in their Reading and Penmanship during the term. The Committee were pleased to find that several of the scholars expressed their satisfaction at what they had been able to learn, and also their regret at the closing of the school.

The Boys' School.—At the opening of this school there was a large, and we must say an unruly, attendance; but the teachers with the help of the Committee then in charge soon brought the school to an orderly condition, and in a few evenings it settled down into a quiet, well-ordered school. The attendance here has been very good and regular; many of the scholars are certainly entitled to credit for their attendance, after working at hard labor from early morning till night.

The average nightly attendance has been as follows:

November,						88
December,						54
January,						42
February,						37

Averaging 56 for each evening of the term. The age of the youngest scholar was 14, the oldest, 36. The studies have been Reading, Writing, Spelling, Arithmetic, Book-Keeping, with readings in the History and the Constitution of the United States. There has been a large class of French scholars, who have been regular in attendance and have made good progress in the English language and reading, under the tuition of Miss Ward.

The Class in Book-Keeping have been regular in attendance and diligent in study, throughout the term; and at the close shew a very good understanding of the elements of that study, and also of mercantile arithmetic. Of those who were pursuing the ordinary course of studies, the attention and progress was all that could reasonably be expected,—as in all other schools, some were careless, and some were dull, but the majority seemed desirous of instruction, and the Committee trust that all received some benefit.

It may appear to some who hear this report, that the corps of teachers was large. Owing to the character of the school, it could not be divided into classes. Except the French and the class in Book-Keeping,—they requiring, each, one teacher,—and because of somewhat irregular attendance, and from other circumstances, the remainder of the scholars, twenty-five or thirty in number, had to receive individual teaching.

No words in commendation of the teachers, from the Committee, seem to be necessary, after witnessing the kindly expressions of regard from their pupils to them on the last evening of the term.

The Committee are of the opinion that other rooms than those used by the Day Schools, are much to be desired for the Evening Schools, and hope that before the next Winter term begins some arrangements will be made therefor.

In view of the falling off in the attendance, after the first few weeks of the term, it has been suggested that an entrance fee be required, to be deposited by the pupils, the same to be returned to them after a regular attendance of a month; and a like deposit to be taken for another month, and so on; to be forfeited if the scholar leaves the school, or is not regular in attendance. The Committee have not considered this matter at all, but hope before the Winter term, to devise some plan, by which to secure a larger and more regular attendance at both of the schools, for we certainly think that they are very beneficial to those who do attend them,—and many of the young of both sexes, whom we see on the streets every evening, would be much better off in the schools which our city holds open to them.

In closing, the Committee would respectfully suggest that the amount of compensation of teachers of the Evening Schools be fixed by the Board, instead of by the Committee on those Schools, and that the Rules and Regulations may be amended to that effect.

Respectfully,

For the Committee,

N. H. MILLETT, Chairman.

# CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 19, 1881.

The Committee on Evening Schools respectfully report that these schools were opened on Monday evening, November 7, 1881. For the Boys' School, the teachers are as follows .

ror me	Duys	CHI	ют, ш	eu	acm	218	are	as lone	UWS	•
Principal,	Caleb	B. F	rye,				;	\$40.00	per	month.
Assistant,	Eva J	. Ro	berts,					20.00	66	66
66	M.J.	Ashl	эу,					20.00	66	66
6 6	M. E.	Row	ley,					20.00	66	66
66	Annie	v.	Ward	., .	,			25.00	66	"
66	M. A.	Smi	ith,					20.00	66	66
66	М. Е.	Wai	rd,					20.00	66	66
Miss Sn	aith re	signe	d her	situ	atio	n e	arly	in De	ceml	oer.
For the	Girls'	Sch	ool:							
Principal.	Miss	Caro	line T	arr.				\$25.00	per	month.

The average attendance at the Schools has been: Boys, November, 102; Two weeks in December, 58.

Girls, November, 32; Two weeks in December, 19.

# Respectfully,

Assistant, Miss L. H. Files,

For the Committee,

N. H. MILLETT, Chairman.

20.00 "

66

# REPORT OF COMMITTEE ON VOCAL MUSIC.

IN SCHOOL COMMITTEE, SALEM, Dec. 19, 1881.

The Committee on Vocal Music respectfully report that instruction in this Science, under the charge of Prof. O. B. Brown, is steadily progressing. The aspects of this work in the High School are especially interesting and encouraging. The present corps of the School includes a large number who have had the advantages of Mr. Brown's teaching since his coming to Salem, and the intelligent interest which they bestowed upon his efforts is now yielding a good return.

We are justified in reporting that the High School Principal, who looked with indifference upon the re-introduction of this work among his classes, expresses his unqualified approbation of its present conditions, and is desirous to so far extend its practice, as to have singing a part of the opening exercises of every day.

In the Grammar and Primary grades the same faithful quality of work is in performance.

On the 1st day of July, last, the elder pupils of the Grammar Schools, something more than four hundred and fifty in number, were gathered at Bowditch Hall, and in the presence of upwards of eight hundred of interested friends rehearsed the pieces which they were at that time practicing as their regular work in separate schools. As an exposition of the routine of study and practice it was entire-

ly satisfactory, notwithstanding the fact that a sudden, violent storm rendered the closing of windows a necessity,—thus creating an atmosphere and conditions highly unfavorable.

Jas. Donaldson,
Mary G. Ward,
Edwin H. Dodge,

# REPORT OF COMMITTEE ON DRAWING.

IN SCHOOL BOARD, CITY OF SALEM, Dec. 19, 1881.

The Evening Drawing School, Mechanical and Freehand—over which this special Committee has charge, was opened early in November. The Mechanical department, with a larger attendance than last year, has still the advantage of the same practical instructor, Mr. Wm. D. Dennis, who has so faithfully performed the work for several years past.

In the Freehand Department radical changes have been made in its instructors, the wisdom of which changes the brief time since the school was opened prevents us from correctly estimating. But that a change was wise, your Committee have little doubt, and are happy to be able to report that it is in the interest of economy, and so far as a few weeks can indicate, a gain also, is shown in efficiency. The new instructors, Messrs. Benson and Redmond, are Salem young men, who come to their work highly recommended by the gentleman in charge of the Art Museum in Boston. We are pleased to note the enthusiastic spirit with which they begin their labors, and the evident interest they awaken among the scholars for earnest art work.

The number enrolled was in the Mechanical course, 34,—with an average attendance of 20; and in the Freehand course, 70,—with an average attendance of 45.

For the Committee,

O. W. H. UPHAM,

Chairman.



I. Census of children, 5 to 15 years old, taken in May, for the past five years:

	1877.	1878.	1879.	1880.	1881.
Whole number of such,	4460	4576	4673	4862	4900
Number of same, at School,	3771	3878	4050	4180	4285
Number of same, not there,	689	698	623	682	615

N. B.—Most of these non-attendants were children six years of age, or younger, invalids, or children at work by permission.

II. Enrollment of children at public and private day schools, and Colleges ascertained by May census, the first five years.

1877. 1878. 1879. 1880.\* 1881. Number of such, over 15 years old, 434 453 305 389 460 Number of all ages, at School, 4205 4331 4355 4569 4745 Of whom there were in private schools, 773 927 1040 1210 1281 Number, of all ages, in public schools, 3432 3404 3315 3359 3454

<sup>\*</sup>The column of 1880, will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for inperfections in the census.

III. ABSTRACT OF THE SCHOOL CENSUS, OF MAY, 1881.

		219	122	150	212	445	133	1281
E NO.	GIRLS	183	88	128	185	340	128	1052
мног	BOYS.	36	34	22	27	105	2	229
LOL, KS-	IRSL	53	:	:	:	:	:	239
SN. LULI	ISSI	:	:	:	-	48	:	49
'sTool	HOS	179	52	102	167	345	124	696
COOPS.	RCH	4	09	40	33	33	ಣ	173
		t~	10	00	11	19	9	61
OE ALL	TOT'L	698	842	609	922	1365	753	5360
	LOT	48	93	80	2.2	93	69	160
IVATE LS, &C	GIRLS	12	11	55	0	22	6	85
IN PR SCHOO	BOYS	10	6	0	00	10	က	67
	GIRLS.	13	46	28	35	33	21	176
IN P SCH	BOYS.	13	27	21	25	28	36	150
LAL.	OT	821	749	529	845	1272	684	4,900
TTEND-	GIRLS.	49	30	16	49	92	46	282
NOT A ING SC	BOYS.	19	41	31	40	110	44	333
	GIRLS.	171	7.7	106	176	318	119	196
IN PR	BOYS.	26	25	13	19	92	73	180
	GIRLS	175	250	133	206	243	178	1,185
IN PU SCHO	BOYS.	333	326	230	355	414	295	1,953
WARE		I.	II.	III	IV.	٧.	VI.	Total
	IN PUBLIC IN PHIVATE SCHOOLS, RC. SCHOOLS. SCHOOLS. ORM. Y TOTALS ORM. Y	IN PUBLIC IN PRIVATE NOT ATTEND. SCHOOLS, &C ING SCHOOLS. SCHOOLS, &C ING SCHOOLS. SCHOOLS, &C ING SCHOOLS. SCHOOLS, &C ING SCHOOLS. TOTAL SCHOOLS, &C ING SCHOOLS. SCHOOLS	IN PUBLIC   IN PRIVATE   NOT ATTEND.   SCHOOLS, & SCH	IN PUBLIC   IN PRIVATE   NOT ATTEND-   SCHOOLS, & SCH	N PUBLIC   IN PRIVATE   SCHOOLS, &C   IN PUBLIC   IN	Name	Note   Colorest   Co	Name

IV. The absence of teachers for the school year, as shown by the monthly reports of the various schools, was, in half days, as follows:—High, 4; Bowditch, 15; Phillips Grammar, 31; Pickering, 260; Saltonstall, 24; Bentley Primary, 130; Bertram, 5; Browne I, 33; Browne II, 64; Carlton, 25; Endicott, 33; Lincoln, 2; Oliver, 1; Phillips Grammar, 8; Pickman, 20; Prescett, 6; Upham, 27; Naumkeag, 23. Total, 711 half days.

Substitutes were employed the following number of half days, viz.:—Bowditch, 14; Phillips Grammar, 23; Pickering, 246; Bentley Primary, 114; Browne I, 28; Browne II, 40; Carlton, 23; Endicott. 20; Phillips Primary, 4; Prescott, 2; Upham, 13; Naumkeag, 22. Total, 549 half days.

V. Ages of pupils in September, 1880, when entering the grades severally enumerated :—

severally challer.	auca						
			dest apil.		ingest upil.	Ave A	rage ge.
		yr.	mo.	yr.	mo.	yr.	mo.
High School, Senior	Class,	19	2	14	11	17	$4\frac{1}{2}$
Sub-S	enior,	19	11	13	7	16	1
Ex-Ju	mior,	19	8	13	7	16	1
Junio	r,	17	6	13	2	15	0
Grammar Schools, C	Class I,	18	6	11	7	14	6
	" II,	17	3	10	7	13	9
	" III,	16	3	10	1	13	1
	"IV,	17	9	9	7	12	3
	" V,	17	0	8	0	11	в
Primary Schools,	"·· I,	15	1	7	3	10	3
	" II,	14	$^2$	6	6	9	2
	" III,	12	11	5	1	7	9
	"IV,	13	0	4	8	6	5
Naumkeag School,		15	0	6	0	10	10

VI. Number of graduations or promotions to higher schools, July, 1881:—

Primary Schools: Bentley, 33; Bertram, 31; Browne I, 22; Browne II, 21; Carlton, 28; Endicott, 18; Lincoln, 32; Oliver 38; Phillips, 29; Pickman, 9; Prescott, 29; Upham, 32. Total, 322.

Grammar Schools: Bentley, 14; Bowditch, 38; Phillips, 11; Pickering, 13; Saltonstall, 14. Total, 90.

High School, 18.

VII. Account of service of truant officer for the school year 1880-81:—Visits to Schools, 1,702; attendance at court, eight times; attendance at school exhibitions, one half day,—besides visits at mills, etc., reports to Superintendent or Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2,568, as follows:—Grammar Schools:—Bentley, 4; Bowditch, 797; Phillips, 365; Pickering, 20; Saltonstall, 211. Total, 1,397.

Primary Schools:—Bentley, 5; Bertram, 18; Browne I, 126; Browne II, 179; Carlton, 29; Endicott, 235; Lincoln, 41; Oliver, 10; Phillips, 124; Pickman, 167; Prescott, 97; Upham, 3. Total, 1,034.

Naumkeag School, 137.

Cases of truancy discovered, 409, as follows:-

High School, 1.

Grammar Schools:—Bentley, 2; Bowditch, 125; Phillips, 53; Pickering, 5; Saltonstall, 18. Total, 203.

Primary Schools:—Bentley, 1; Bertram, 4; Browne I, 26; Browne II, 17; Carlton, 12; Endicott, 30; Lincoln, 7; Oliver, 8; Phillips, 29; Pickman, 15; Prescott, 32; Upham, 2. Total, 183.

Naumkeag School, 22.

VIII. Rates of tuition for non-resident pupils, to be paid semi-annually in advance,—i. e., before pupils are permitted to receive instruction for the term:—

High School, \$50 00 per year; \$25 00 each payment. Grammar Schools, 30 00 " " 15 00 " " " Primary Schools, 20 00 " " 10 00 " "

IX. A.—STATISTICS, FROM SEPTEMBER, 1880, TO JULY, 1881.

CE.	'TV.	TOT	158		148 148 255	Ţ,	113	119	106	190	137	152	214	127	136	135	1,602	33	-
DAN	BY	<b>&gt;</b>	U	46	25.55	344							1		١	_	1	1	
TEN	ES,	IV	64	288	388	291	96	9 69	800	48.6	53.5	33	385	# C	355	3	1509	L	
AT	H SENES CLASSES.	H	13	852	386	916	50	3 83	86	315	85	45	49	3 5	33	60	378	1	
VIII	BOTH SEXES, CLASSES.	II	53	399	253	130	06	કે ફક	88	9 6	80	38	£ 5	140	37	33	374	1	
E D	ğ	H	50	15	913	110	60	33	25	9 6 9 10	장	90	200	16	53	87	341	1	
AVERAGE DAILY ATTENDANCE,	·sī	еце	1	147	183	439	113	200	313	3 3	35	00	S 1	<u>x</u>	200	57	554	4	
AV	'sx	BO.	I	1 893	382	652		99	Z:	3 %	105	103	<u> </u>	555	85	82	1,048	99	
	'TVJ	LOT	163	169	158	1,205	169	123	126	0.22	174	177	1976	1 %	165	156	1,950	51	
ING	×	>	T	8 5 8	898	383			1		1	1		J	1		=	1	
ONO	s, BY	ΙΛ	- 99	1 38		323 3	455	000	50.00	0.00	53	<del>2</del>	23 23	1 50	46	55	299	ī	
BEI	BOTH SEXES, CLASSES.	H	19	20.3		238 3	H	37						1 00			454 16	1	
ILY	CLA	H	30	97 97 98		43 2	14	175	50.5	36	34	5	92		53	36	117 4	T	
E D	BO.	н	21	17	323	18	1-1	27	# 5 61 5	0 6	821	17 !	# S	200	33		988	ī	
AVERAGE DAILY BELONGING	·ST	ене	ī		104	491 11		15						9.1	_	_	709 3	-2	
AV	.s.	во	Ī	198	16.04	714	-	2	18	16:	124	5113	591	89	117	68	1,241	91	
	'AV.	TOT	173	183 169 169 169 169 169 169 169 169 169 169	168 278	1,337	195	E	162	707	197	500	188	199	186	38	2,349	122	
	Y	>	1	92 138 138	348	427			1		1	1			i	1	1	1	
LED	s, BY	λI	11.	141		363 4	60	55.5	121	- 89 - F	16	31	16	15	61	29	853	-	
ROL	H SEXES CLASSES.	— Hi	- 8		36 46	264 13	4.5	- SS H	23 3 23 3								579 8	1	
S EN	BOTH SEXES, CLASSES.	H	32	·	3 8 8	155 12	-	38									502 5	1	
BER	BO.	н	55	18		128 11	-	40						_	33		415 5	i	
NUMBERS ENROLLED.	rs.	віэ	1	-	15.81	539 11		212			_	-			10		855 4	95	
	.s.	во.	Ī	1995	97 160 160	198	ī	98	125	103	139	33 1	964	30	135	601	1,494	97	
	SCHOOL.		High	GRAMMAR: Bentley Bowditch	Pickering Saltonstall	Total, Gram.	PRIMARY:	Bertram	Browne, I.	Carlton	Endicott	Lincoln	Onver	Pickman .	Prescott	Jpham	Fotal, Primary	Naumkeag	

IX. B.—STATISTICS, SUPPLEMENTARY.

stol lots Square	o əzik ni 1994	101 61	12,11	19,45	18,80	16,000	20,040	97.690		١	20.300	19,61	1	18.08	11 746	6,70	10,89	18,00	15,380	12,357	24,100	150,527		260,32
, noit	Valua _	000 0c#	000°0=#	\$30,000	15,000	20,000	16,000	\$166,000		ı	\$13.030	90,000	20061	10 000	16,000	6,000	15,000	20.00	9,000	10,000	13,000	\$132,030	1	\$318,030   260,321
deled.	Кето	187					I	1	-	1		1870	1		ı		1878	1	1	1	I	Ĩ	İ	1
.be	нээтй	1855	1	1861	1869	1862	1874	1			1879	187	1	1873	1869	132	<u>x</u>	1841	1872	1871	1851	Ī	Ī	I
	Total	224		5	4 %	198	336	1,514		504	192	506	500	204	415	361	535	262	141	210	<u>-</u>	2,451	0	4,189
ES.	Α	I	9	240	100	51	96	431		-	1	1				1	1	I	Ī	1	I	1	1	Ī
VASS	IV	I	3	φ <u>Γ</u>	36:	67	8		ı	3	30	70	54	56	90	8	97	105	8	09	53	733	1	I
Y CI	Ш	1	3	200	8 %	67	200			48	35	5.	x	49	99	æ	35	55	1	<u>S</u> :	44	000	1	1
m .	II	1		1 2	F	1	<del>2</del>	97		99	\$	30	45)	65	20	<del>2</del>	9	23	\$	ß:	44	593	1	I
	н	1	į	<del>-</del> 2	3 23	48	2	550		55	8	8	49	50	46	\$	4	50	<del>2</del>	02:	++	275	1	1
моош	Spuds	C3	Ŀ	+ 9	21-	<b>→</b> 1	-	33		4	4	4		**	4	4	10	ıc	ಯ	4	+	49	0	£
Teach 3. 1881.	No, 0. Dec	1-	-	10	21-	<del>+</del> 1	-	35		+	**	-	10	7	10	-	x	9	90	<del>-</del>	4	13	0	76
mal Se duates.	Gra	01		) t-	- 4	G) 1	C	20		ಣ	Ç1	99	0	G1	ତୀ	***	က	20	so :	oo -	-	65	91	51
8.088I ,1	уея	1-	-	+ 0	. 9	<b>→</b> 1	-	30		#	#	-	7	4	0	4	١-	Ç.	4	4 -	+	33	ुर	<u>3</u> 5
7mem7	old	0		14	1 60	246	>	333		114	0	e1 20	0#	<u>83</u>	50	0	0	4	0	01 <u>0</u>	13	51	31	549
9T 10 99 18-0881	sen ers,	4		15.	31	260	74	330		130	0.	88	64	25	33	C)	_	œ	8	91	1	354	ŝŝ	111
100 TO 8	Cases	-	-	9 5	101	6.2	3	334	1	ಣ	-	9	4	ıĢ	<u>z</u>	2	<u>∞</u>	3	210	976	Te.	100	33	113
.088I 'A	anc	1-	0				-			9	ee !	00	17	-	6;	77	G.	49	33	5 -				645
8.0881 's	səu	286	10							983	319	153	27	099	671	27	1195	909	127	5000	#14	6,946	617	9,376
et eliq	Ind	- F	1.6	4	40	000	200	36%		00 c	30	21 0	21	200	ŝi	200		200	2 3	# F	100	- 31		255
e, 1880.	Sme	97	- 5	5 %	5.	Z#. 3	90	16.		9.	68	# 3	21	<u></u>	ź	92	28	68	200	2 8	00 1	2	65	- 92
SCHOOL,		igh	GRAMMAR:	wditch	dillips	ckering	Trompean	eal, Gram.	PRIMARY:	ntley	rtram	owne, I.	owne, 11.	riton	noicon	ncoln	iver	schille	CKINGII	cscon	to I Paris	ago, Frimary	tumkeag	Fotal, Schools
	yent, at ce, 1880, age, to, 1880, and the and	Per cent. at another seed another, 1880. Average X pupils to by seed there are another seed another seed another seed another, 1880. All phoyment another seed of Consecs of Con	Por cent. at another, 1880.  Morey, 1880.  M	MARK.  A per cent. at ance, 1880.  B conses of T per cent. at ance, 1880.  Cases of Conses  1880.  Case of Conses of	1	10	2.5 = 2.8 × 7 = 2.8 moc, 1880.  2.5 = 2.8 × 7 = 2.8 moc, 1880.  2.5 = 2.8 × 7 = 2.8 moc, 1880.  2.5 = 2.8 × 8 = 2.8 moc, 1880.  2.5 = 2.8 × 8 = 2.8 moc, 1880.  2.5 = 2.8 × 8 = 2.8 moc, 1880.  2.5 = 2.8 × 8 = 2.8 moc, 1880.  2.6 = 2.8 × 8 = 2.8 moc, 1880.  2.8 = 2.8 × 8 = 2.8 moc, 1880.	28. 27. 38. 38. 37. 38. 38. 38. 38. 38. 38. 38. 38. 38. 38	10   10   10   10   10   10   10   10	### Second Secon	28	25.2   25.2   25.4   27.5	2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2	Second State	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	## 25   25   25   25   25   25   25   25	2   2   2   2   2   2   2   2   2   2	### Second State	### Second Secon	2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2	### 25   25   25   25   25   25   25   2	## Strain	10   10   10   10   10   10   10   10	2   2   2   2   2   2   2   2   2   2

# X. GRADUATES, JULY, 1881.

#### HIGH SCHOOL.

Charles S. Balcomb, Horace I. Bettis,

Bradley D. Goldthwaite, Edmund W. Longley,

Horatio P. Peirson,

Mary E. Arvedson, Adeliza A. Blake, E. Frances Chase, Hattie M. Chase, Minnie C. Moore, Mary E. Nichols,

Annie T. Peabody,
Mary P. Perkins,
Martha L. Roberts,
Marietta B. Rowell,
Ida E. Shapleigh,
Grace A. Tuttle,

Maud S. Wheeler.

#### GRAMMAR SCHOOLS.

[Those marked with a \* entered the High School ]

#### BENTLEY GRAMMAR.

Mary E. Brooks,

\*Alice C. Dodge,

\*Clara L. Forness,

\*Emma F. Frisbee,

\*A. Beatrice Grant,
Lizzie D. Harris,

\*Matilda I. Henderson,

\*Marion P. Lambert,
\*Gertrude W. Odell,
\*Alice G. Hamond,
\*Carrie B. Story,
Margaretta Thompson,
\*Alice B. Upton,
\*Frances Whitehouse.

#### BOWDITCH GRAMMAR.

Arthur Daniels Beckford,
\*George Augustus Chambers,
Arthur Francis Cohane,
William Clifford Clapp,
\*Charles Vincent Comer,
\*Arthur Lincoln Doyle,
Daniel Edward Donovan,
\*Daniel Duggan,
\*William Frost,
\*John Henry Ganley,

Thomas Francis Grace,
\*Arthur Llewellyn Lougee,
John Joseph McCarthy,
\*Peter Lawrence Mitchell,
Matthias Jerome O'Keefe,
James Alphonsus O'Rourke,
Francis Charles Sheridan,
Arthur Lionel Tibbetts,
\*Frank Rogers Treadwell,
\*John Gellison Waters.

\*Anna Frances Andrews, Kate Louisa Babcock, Bertha Estelle Cann, \*Ann Perley Felt, Clara Henfield Ferguson, Minnie Louise Hobbs, \*Myra Jenks, \*Harriet Weeks Kinsman. \*Carrie Adams Mackenzie.

Annie Laurie Murray, Florence Eliza Millett, \*Jane Warren Pitman, \*Nancy Rosamond Perkins, Etta Lois Savory, Mary Elizabeth Turner, \*Sarah Annie Tomlinson, \*Grace Oliver Thayer, \*Lizzie Frances Williams.

#### PHILLIPS GRAMMAR.

\*James Edward Fitzgerald, \*Harry Colford Gauss,

\*James Ropes Harris,

\*George Robert Lord, Jr.,

\*Seth Frederick Low,

\*Milo Arthur Newhall,

\*Harry Winsor Packard, Alfred Richardson. \*Frank Osgood Sanborn,

George Wilson Sargent,

\*Richard Elwood Dodge.

#### PICKERING GRAMMAR.

Edwin Lincoln Ashby, James Joseph Cavin, \*Benjamin Franklin Nason,

\*Philo Frank Packard, Addison Perkins Reed, Peter Paul Reynolds, John Henry Sibley,

\*Salenda Evelyn Averell, Eva Louise Creesy, \*Annie Moore Hanson.

\*Lucinda Whipple Ropes, \*Harriet Brooks Smith. Emma Genevra Webster.

#### SALTONSTALL GRAMMAR.

\*Bertram Ballin Conrad, William Edward Hill,

\*Howard Leroy Horton,

\*James Joseph Mahoney, \*Ara Nathaniel Sargent,

\*Edward Valentine Shepard,

William Joseph Savage.

\*Mabelle Bachelder, \*Emma Stetson Brooks, Jennie Symonds Lewis, \*Sarah Lizzie Mullin, Helen Althea Pickering, Emma Marion Stone,

\*Mary Livingston Stevens.

# XI. LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

\_\_\_\_

#### HIGH SCHOOL.

Dictionaries:—Spiers & Surenne's French; Adler's German; Lidell & Scott's Greek; Andrew's Latin.

English: Hart's Rhetoric; Hudson's Plays.

French:—Otto's Grammar; La Fontaine's Fables; Petités Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Genevoises; Demogeot é Histoire de la Litterature francaise.

German :- Ahn's Grammar ; Adler's Reader ; Undine.

Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad.

Latin:—Harkness's Grammar, Reader and Prose Composition; Cæsar's Commentaries; Cicero; Virgil.

History :- Swinton's Outlines.

Mathematics—Crittenden's Commercial Arithmetic; Greenleaf's Algebras; Wentworth's Geometry; Duff's Book-Keeping and Blanks.

Science:—Eliot & Storer's Chemistry; Quackenbos's Natural Philosophy; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Robinson's Surveying and Navigation; Morse's Zoology; Champlin's Political Economy.

#### GRAMMAR SCHOOLS.

Arithmetic:—Franklin Written; Hagar's Common School; Colburn's First Lessons.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing :- Smith's large, small and old series.

Grammar: -Kerl's Common School.

Geography:—Guyot's Intermediate; Scribner's Geographical Reader.

History:—Barnes's Brief History of U. S.; Higginson's Young Folks U. S.

Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate; Appleton's 5th, (for sight reading); Worcester's Comprehensive Speller.

Writing: —Duntonian System; Payson, Dunton & Scribner's.

#### PRIMARY SCHOOLS.

Arithmetic: -Franklin Primary and Elementary.

Dictionary: - Worcester's Primary.

Drawing:—Thyng's Primary.

Geography: -- Scribner's Geographical Reader.

Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2nd Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd and 3rd; Appleton's 2nd.

Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

#### ALL THE SCHOOLS.

Music :—Mason's Series Music Readers. Eichberg's High School Music Reader, in High School.

# XII. CORPS OF TEACHERS.—Dec., 1881.

[A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principles appear in SMALL CAPITALS; those of teachers not yet elected in *italics*; others, in Roman type.]

#### HIGH SCHOOL, BROAD STREET,

NAME.	POSITION.	SALR'Y	DATE OF ELECTION.	RESIDENCE.
JOHN W. PERKINS, Arthur L. Goodrich,	Master Sub-Master	\$2,500 1,200	November, 1865. Dec., 1862. October, 1874.	6 Linden. 7 Piedmont.
Susan A. Osgood,	First Asst.	1,100	February, 1868. Sept., 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. Sept., 1863.	34 Broad.
Annie C. Draper,	Assistant	650	March, 1870. April, 1867.	260 Essex.
Mary L. Chapman,	Assistant	650		3 Harris'n Av.
Alice Jenkins,	Assistant	650	October, 1876. March, 1865.	Lynn.
		\$7,400		

#### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE.	Principal	\$1,800	April, 1873. Dec., 1857.	23 Norman.
III.	Mary A. Coleman,	First Asst.	600		3 Winter.
IV.	Mary A. Gage,	Assistant	500		46 Essex st.
v.	Eliza G. Cogswell,	Assistant	500	Apr., 1871. Sept., 1855.	46 Essex st.
			\$3,400		

## BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	\$1,800	Dec., 1874.	19 Buffum.
II.	Margaret G. Standley,	Sub-Prin.	800	Sept., 1864. June, 1863,	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III	Susan T. Sanborn,	Assistant	500	April, 1876.	32 Buffum.
III.	Laurette H. Files,	Assistant	400 ]		250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
v.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
v.	Helen M. Miner,	Assistant	500	Dec., 1874.	12 Mt.Vernon
v.	Eliza G. Hill,	Assistant	500	Aug, 1867. Feb., 1881,	27 Andrew.
			\$6,500		

## PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	EDWIN R. BIGELOW,	Principal	\$1,800	Aug., 1876.	6 Carpenter.
III.	Mary E. Stanley,	First Asst.	600	Nov., 1857. Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	Sept., 1872. April, 1876.	8 Becket
IV.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	46 Essex.
v.	Clara M. Greenough,	Assistant	500	Sept., 1879.	92 Federal.
v.	Charlotte M. Newton,	Assistant	500	Nov., 1881,	2 Winthrop.
			\$4,900		

### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
· ·	WM. P. HAYWARD,	Principal	\$1,800	Sept 1852, Dec 1843.	83 Summer.
III.	Sarah E. Cross,	First Ass't.	600	March, 1845.	55 Endicott.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
v.	Eliza J. Murphy,	Assistant	500	Jan., 1874.	10 Orne.
			\$3,400		

# SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE.	Principal	\$1,800	Sept., 1873,	1 Holly.
11.	Ella F. Kehew,	First Asst.	600	Sept., 1854. March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant 4	500	Sept , 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
v.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
v.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			\$4,900		

## BENTLEY PRIMARY, ESSEX STREET,

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
II.	M. Ella Cressey,	Assistant	400		17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Alice M. Jenks,	Assistant	500	Nov., 1881.	12 Summer.
			\$2,000		

## BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
11.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	  108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			\$2,100		

## BROWNE SCHOOL (I), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.
II.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
III.	Emma A. Graves,	Assistant	500	May, 1870.	15 Chestnut.
IV.	Mary J. Bigelow.	Assistant	500	June, 1881.	56 Layfayette.
			\$2,100		

## BROWNE SCHOOL (II), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EMMA F. EARLE,	Principal	\$600	Feb., 1877.	35 Hazel.
11.	Ada B. Pike,	Assistant	500	Feb., 1879.	16 Prescott.
III.	Sarah P. Clemons,	Assistant	500	May, 1880.	4031 Essex.
III.	Annie V. Ward,	Assistant	200		19 Herbert.
IV.	Julietta M. Averill.	Assistant	500	Feb., 1876-	280 Washing'n
			\$2,300		

## CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n Sq.
11.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III,	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
IV.	Laurette P. Emerson,	Assistant	500	June, 1881.	193 Bridge.
			\$2,100		

#### ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin St.
IV.	Laura M. Carlton,	Assistant	200		87 North.
			\$2,300		

### APPENDIX.

### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	\$600		385 Essex.
II.	Lucy E. Adams,	Assistant	500	May, 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	117 Federal.
1 V.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			\$2,100		

### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	\$600	Oct., 1864.	15 Hawthorne
11.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
II.	Annie M. Hamblett,	Assistant	200		34 Broad.
III.	Annie L. Warner,	Assistant	500	Oct., 1877.	21 Aborn.
III.	Belle G. Hodgkins,	Assistant	200		
IV.	Jane M. Gray,	Assistant	500	Feb., 1877.	13 Mall.
IV.	Jane D. Fuller,	Assistant	200		63 Broad.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	Kimball Ct.
		Į.	\$3,200		

### PHILLIPS PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	3 Osborne.
I.	Flora Z. Sibley,	Assistant	200		3 Union Place
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Ardelle Allard,	Assistant	500	Dec., 1873.	17 Norman.
IV.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.
IV.	Grace G. Hooper,	Assistant	500	April, 1878.	17 Norman.
			\$2,800		

### PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDEDCE.	
I, II.	HARRIET M. STETSON,	Principal	<b>\$600</b>	April, 1873.	59 Barr.	
11, 111.	Ella F. Carr,	Assistant	400		204 North.	
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.	
			\$2,500			

### PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
ı.	R. ANNA HARRIS.	Principal	\$600	June, 1879.	15 Federal.
11.	Clara P. Wardell,	Assistant	500	July, 1874.	20 Hawthorne.
III.	Kate M. Gray,	Assistant	400	April, 1880.	13 Mall.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			\$2,000		

### UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	600	March, 1847.	83 Summer.
11.	Elizabeth C. Russell,	Assistant	500	Sept , 1854.	2 Eaton Place.
111.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oet., 1876.	68 Buffum.
			\$2,100		l)

# XIII. (1.) TRUANT OFFICERS

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	\$800	February, 1874.	3 Osborne.
Frederick H. Hunt,	10	January, 1877.	17 Hardy,
	\$810		

### 2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
B. E. Burchsted,	\$250		1—Phillips Grammar.
Luke E. Friend,	550	3 Lynn.	4-Carlton, Endicott, Lin-
Frederick H. Hunt,	425	17 Hardy.	coln, and Prescott.  2—Bentley and Phillips
A. S. Jillson,	100		Primary. 1—Brown street rooms.
Joseph Tomlinson,	650	36 Albion.	1-Bowditch.
Joseph H. Torr,	400	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	400	121 Mt. Vernon	2—High and Oliver.
John W. Wheeler,	650	4 Harrison Av.	3—South Salem.
	\$3,425		

## XIV. BOARD OF SCHOOL COMMITTEE, 1882.

SAMUEL CALLEY, Mayor, Chairman, ex-officio.

JOHN M. RAYMOND, President of the Common Council, member ex-officio.

WARD ONE.

Till 1883. Till 1884. Till 1885.

Nathan H. Millet, George Russell, Francis E. Hines, 8 Curtis. 10 Liberty. 17 Charter.

WARD TWO.

Mary G. Ward, Edwin H. Dodge, Henry F. Waters.
57 Federal. 47 Washington Sq. 80 Wash'n Sq.

WARD THREE.

O. W. Holmes Upham, John Preston, George F. Ropes, 313 Essex. 1 Mt. Vernon. 16 Summer.

WARD FOUR.

Sarah E. Sherman, James Donaldson, Chas. W. Richardson, 94 Federal. 172 Federal. 2 River.

WARD FIVE.

Charles M. Buffum, Elisha J. Faxon, Nath'l B. Perkins, Jr. 10 Cabot. 2 Linden. 2 Cherry.

WARD SIX.

W. S. Nevins, Edward E. Dalton, Alfred Brown, 18 Orne. 21 Mason. 37 Walter.

HENRY F. WATERS, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

**Executive Committee**, Mayor Calley, President Raymond, and Messrs. Donaldson, Faxon and Brown. Henry F. Waters, *Clerk*.

First Visiting Committee, on High School, James Donaldson Chairman; Henry F. Waters, Clerk; and Sarah E. Sherman.

Second Visiting Committee, on Grammar Schools, O. W. Holmes Upham, *Chairman*; Chas. W. Richardson, *Clerk*; Edward E. Dalton, Elisha J. Faxon, and George Russell.

Third Visiting Committee, on Primary Schools, Nathan H. Millett, *Chairman*; W. S. Nevins, *Clerk*; Alfred B. Brown, Charles M. Buffum, Edwin H. Dodge, Francis E. Hines, N. B. Perkins, Jr., John Preston, George F. Ropes, George Russell, and Mary G. Ward.

Committee on Naumkeag School, W. S. Nevins, Chairman; and F. E. Hines and N. B. Perkins, Jr.

Committee on Evening Schools, Nathan H. Millett, Chairman; Edwin H. Dodge, Clerk; and George Russell.

Committee on Music, James Donaldson, Chairman; Alfred B. Brown, Clerk; and Mary G. Ward.

Committee on Drawing, Henry F. Waters, Chairman; Elisha J. Faxon, Cherk; and O. W. Holmes Upham.

Committee on Examination of Teachers, Henry F. Waters, Chairman and Secretary; Charles M. Buffum, Edward E. Dalton, C. W. Richardson, and O. W. H. Upham.

Committee on Printing and Supplies, John M. Raymond, Chairman; Charles M. Buffum, Edward E. Dalton, Edwin H. Dodge, and Henry F. Waters, Clerk.

## SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,			. George Russell.
Bowditch, Dean St.,			O. W. H. Upham, Chairman.
Phillips, Herbert St.,			Charles W. Richardson, Clerk.
Pickering, School St.,			. Edward E. Dalton.
Saltonstall, Hazel St.,			. Elisha J. Faxon.

## SUB-COMMITTEES FOR PRIMARY SCHOOLS-

Bentley, Essex St.,				. Edwin H. Dodge.
Bertram, Willow Ave.,				Chas. M. Buffum.
Browne, Ropes St.,				N. B. Perkins, Jr.
Carlton, Skerry St.,				Mary G. Ward.
Endicott, Boston St.,				. John Preston
Lincoln, Fowler St.,				W. S. Nevins, Clerk.
Oliver, Broad St.,				George F. Ropes.
Phillips, Essex St.,			Nathan	H. Millet, Chairman.
Pickman, Dunlap St.,				Francis E. Hines.
Prescott, Howard St.,				George Russell.
Upham, North St.,				. Alfred B. Brown.

### XV. SCHOOL CALENDAR.

- School Year began Monday, September 5, 1881.
   Second term begins Monday, February 6, 1882.
   School year ends Saturday, July 8, 1882.
   Next school year will begin Monday, September 4, 1882.
- Vacations: —Thanksgiving Day, Nov. 24, 1881, and Nov 25, 26.
   Christmas to New Years, Dec. 25, 1881, to Jan. 1, 1882.
   March 6 to 11, both included, —Monday to Saturday.
   Monday, July 10, 1882, to Saturday, Sept. 2, 1882, both included.
- Legal Holidays:—Washington's Birthday, Wednesday, Feb. 22,1882.
   Fast Day, Thursday, April 13, 20 or 27, 1882.
   Fourth of July, 1882, on Tuesday.
- Number of weeks of actual school time, after deducting the vacations and holidays, as above, 40.8.
- 5. Number of sessions:—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day except Saturday.
- 6. Hours of Session :-

High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M. November 1 to April 1, from 8½ A. M., to 1 P. M.

Grammar Schools, April 1, to Sept. 1, from  $8\frac{1}{2}$  to  $11\frac{1}{2}$  A. M. September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

Primary Schools, April 1 to Sept. 1,  $8\frac{1}{2}$  to  $11\frac{1}{2}$  A. M., September 1 to April 1, 9 to  $11\frac{1}{2}$  A. M. and 2 to 4 P. M., the year round.

Naumkeag School, like the primaries,

- Detentions permitted: Fifteen minutes after morning sessions;
   one half hour at the close of the afternoon sessions.
- 8. Times of monthly reports from teachers and presentation of bills, the Monday following the dates to which the statistics are to be extended,—namely: Saturday, Oct. 1, Nov. 5, Dec. 3, Dec. 24, 1881, and Feb. 4, March 4, April 1, April 29, June 3, and July 1, 1882.
- Times of meeting:—School Committee, the third Monday evening in each month.
   Executive Committee, the first Monday evening in each month.
- 10. Dates for presenting all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.
- Secretary's office hours:—4 to 5 P. M.—on school days. Office at No. 6, City Hall.



# CITY OF SALEM.

# REPORT

OF THE

# School Committee

-- FOR ---

1882.



SALEM, MASS .:

PRINTED AT THE SALEM PRESS, COR. OF LIBERTY AND DERBY 8TS.  $1\,8\,8\,3\, \, .$ 



# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# CITY OF SALEM.



DECEMBER, 1882.

SALEM, MASS.: PRINTED AT THE SALEM PRESS, COR. OF LIBERTY AND DERBY STS. 1883.



## CONTENTS.

•		Page.
BOARD OF SCHOOL COMMITTEE, 1882,		ā
Reports: - Executive Committee,		9
First Visiting Committee (High School), .		1.1
Second Visiting Committee (Grammar School	s), .	15
Third Visiting Committee (Primary Schools).	, .	19
Naumkeag School Committee,		24
Evening School Committee,		27
Committee on Vocal Music,		30
Committee on Drawing,		31
APPENDIX:—Census,		33
Abstract of Census		34
Absence of Teachers,		35
Substitutes employed,	٠.	35
Ages of Pupils in all Grades,		35
Promotions, July, 1881,		35
Account of Truant service, 1881-2,		36
Rates of Tuition,		36
Table of Statistics, A,		37
Table of Statistics, B,		38
Graduates, High and Grammar,		39
Books Used in the Grammar Schools of Saler	n, .	43
Corps of Teachers, Dec., 1882,		45
Truant Officers and Janitors,	1	51
Board of School Committee, 1883,		52
School Calendar,		55
,		



# BOARD OF SCHOOL COMMITTEE, 1882.

SAMUEL CALLEY, Mayor, Chairman, ex officio.

JOHN M. RAYMOND, President of the Common Council, member ex officio.

WARD ONE.

Till 1883.	Till 1884.	Till 1885.
Nathan H. Millet,	George Russell,	Francis E. Hines,
8 Curtis.	10 Liberty.	17 Charter.
	WARD TWO.	
Mary G. Ward,	Edwin H. Dodge,	*Henry F. Waters,
57 Federal.	47 Washington Sq.	80 Wash'n Sq.
	WARD THREE.	
O. W. Holmes Upham,	John Preston,	George F. Ropes,
313 Essex.	1 Mt. Vernon.	16 Summer.
	WARD FOUR.	
Sarah E. Sherman,	James Donaldson,	Chas. W. Richardson,
94 Federal.	172 Federal.	2 River.
	WARD FIVE.	

Charles M. Buffum, 10 Cabot.

Elisha J. Faxon, 2 Linden.

Nath'l B. Perkins, Jr. 2 Cherry.

WARD SIX.

W. S. Nevins, 20 Orne. Edward E. Dalton, Alfred B. Brown, 21 Mason.

37 Walter.

HENRY F. WATERS, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

<sup>\*</sup> Resigned during term and Charles A. Buxton elected to fill the vacancy.

#### EXECUTIVE COMMITTEE.

Mayor Calley, President Raymond, Messrs. Donaldson, Faxon, and Brown.

#### FIRST VISITING COMMITTEE-HIGH SCHOOL.

James Donaldson, Chairman.

Sarah E. Sherman

\*Henry F. Waters.

### SECOND VISITING COMMITTEE - GRAMMAR SCHOOLS.

George Russell, S	sub-	Committee f	or	the Bentley School.
O. W. Holmes Upham, Chairman,	,	، د	4	Bowditch School.
†Charles W. Richardson,	4.6	"	6	Phillips School.
Edward E. Dalton,	4.6	66 61	6	Pickering School.
Elisha J. Faxon,	. 4	"	٤	Saltonstall School.

#### THIRD VISITING COMMITTEE - PRIMARY SCHOOLS.

Edwin H. Dodge,						Sub-C	Committee	for	the Bentley School.
Charles M. Buffum	١,				4	4 6	4.4	4 6	Bertram School.
N. B. Perkins, jr.,					٠,	44	44	66	Browne Schools.
Mary G. Ward,						6.6	6.6	"	Carlton School.
John Preston,						4+		66	Endicott School.
W. S. Nevins,						44	4.4	4.6	Lincoln School.
George Ropes						6.6	4.6	4.4	Oliver School.
Nathan H. Millet,	Ch	nni	rm	an		44	6.6	4.6	‡Phillips School.
§Francis E. Hines	,					4.6	¢ ¢	4.6	Pickman School.
George Russell,						4.4	66	6.6	Prescott School.
Alfred B. Brown,						66	6.6	4.6	Upham School.

#### COMMITTEE ON NAUMKEAG SCHOOL.

W. S. Nevins, Chairman.

F. E. Hines,

N. B. Perkins, jr.

<sup>\*</sup> Resigned. Charles W. Richardson was assigned to this position.

<sup>†</sup> Francis E. Hines assigned to this school in place of Mr. Richardson assigned to the High School.

<sup>†</sup> The name of this school changed to Lynde School, 20 November, 1882.

<sup>§</sup> Charles A. Buxton assigned to this school in place of Dr. Hines assigned to the Phillips Grammar School.

COMMITTEE ON EVENING SCHOOLS.

Nathan H. Millett, Chairman.

Edwin H. Dodge,

George Russell.

COMMITTEE ON MUSIC.

James Donaldson, Chairman.

Alfred B. Brown,

Mary G. Ward.

COMMITTEE ON DRAWING.

\*Henry F. Waters, Chairman.

Elisha J. Faxon,

O. W. H. Upham.

COMMITTEE ON EXAMINATION OF TEACHERS.

†Henry F. Waters, Chairman.

Charles M. Buffum,

Charles W. Richardson,

Edward E. Dalton,

O. W. H. Upham.

COMMITTEE ON PRINTING AND SUPPLIES.

John M. Raymond, Chairman.

Charles M. Buffum,

Edwin H. Dodge,

Edward E. Dalton,

tHenry F. Waters.

<sup>\*</sup> Resigned.

 $<sup>\</sup>dagger$  Resigned. Mr. Richardson elected chairman and N. B. Perkins, jr., appointed to fill vacancy.

<sup>‡</sup> Resigned. Elisha J. Faxon appointed to fill vacancy.



# REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., DEC. 18, 1882. IN SCHOOL COMMITTEE.

To the School Board of the City of Salem:

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending November 30, 1882.

### Permanent Investment.

Apparatus,			\$	25	69
Furniture,				40	63
Library and	cabin	net,	7	788	42

Am't permanent investment, \$854 74

### Current Expenditures.

Salaries (including								
janitor's pay), \$64,176	42							
Fuel, 4,346	49							
Repairs, 38	03							
Printing & supplies, 1,432	98							
Books for indigent pupils, 736	70							
Gas bills, 269	22							
Water rates, . 682	65							
Taking school census, 214	36							
Printing Annual Report, 113	50							
Miscellaneous, . 186	99							

A'mt of current expenditures, \$72,197 34

Total amount expended during the year, \$73,052 08

Receipts.

Dog tax, . . \$1,553 93

Tuition of non-resi-

dent pupils, . 200 00

Total receipts, . . . . \$1,753 93

Net total expenditures for the year, \$71,298 15

For the Executive Committee,

SAMUEL CALLEY, Chairman.

# REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 18, 1882.

In reporting upon the affairs of the High School, the committee having it in charge have to chronicle an unexpected and considerable change in the corps of teachers attached to its service. Early in the year, Mr. John W. Perkins, who for fourteen years had held a marked and honored position as master of the school, gave notice that he had accepted the charge of Dummer Academy in Byfield of this state, and would not be a candidate for reëlection. Miss Annie C. Draper, who, since March, 1870, had served as an assistant teacher, also gave notice of an intended withdrawal that she might engage in a private enterprise.

The place of Mr. Perkins was filled by the advancement of Mr. Arthur L. Goodrich, sub-master since October, 1874. The Board elected, as sub-master, Mr. Charles C. Dodge of Peabody, a graduate of the High School of that town and of the Boston University, who has had some experience in teaching, and who supplemented his work of preparation in our home institutions by a course of study in Europe. Miss Elizabeth P. Knight, a graduate of the school and of the Salem Normal School, who had taught for some time in a distant city, was chosen to fill the position vacated by Miss Draper. Miss Mary L. Chapman, who for nearly seven years has taught with zeal

and conspicuous ability, was compelled by sickness to ask for a temporary release from her duties, in the hope that by the beginning of the fall term, she would be able to resume them with restored health. This hope proved deceptive, and she resigned her position during the summer vacation. Miss Jane M. Gray, also a graduate of the school and of the Normal School, and who for five years has been a teacher in the city, was elected in her place. The loss at one time of so many teachers, all of experience and value, is to be regretted. In regard to those who have chosen new fields of labor, we hope that their future may be as useful and successful as their past, and Miss Chapman has our sincere sympathy and best wishes for her restoration to health.

Early in the year certain citizens called upon the Board for a hearing, in relation to the organization, purposes and work of the High School. The hearing was granted, and it may have been somewhat in deference to views there advanced, that a change was made in the course of study, by which at the end of three years pupils who pursue English studies only may receive diplomas of graduation.

In any demand made by citizens upon the school or in any arrangement of studies by the committee having it in charge, its complex character, both in growth and design, should not be overlooked. It is a union of three schools: the old Latin School, the High School for boys, and the High School for girls. Neither of these was entirely satisfactory in its separate organization, and in the hope of securing most of their advantages and avoiding many of their defects the present school was established.

The new principal is in full sympathy with those who desire to make the English course of study in the school

an effective and profitable one. Without abating anything in his efforts to maintain its efficiency as a good school in which to make preparation for a collegiate career, he is willing to exert an equal energy in directing the studies of those whose course in life will be different. An addition of one more to the corps of teachers would be of great advantage in this work. Two years ago it was thought that the work of the school could go properly forward with a smaller teaching force than was then employed, and one assistant was dropped from the list. Experience since that time has shown that it was not altogether wise, and we recommend the appointment of another teacher.

Great need is felt of a well selected school library, mainly of books in English Literature; and the philosophical apparatus belonging to the school should be repaired, and additions of needed instruments be made to it. In this connection, we would refer the Board to the report of the Superintendent of Schools for the year 1880, illustrating the nature and use of the Browne Fund, and the manner in which it was at that time applied for school purposes.

The principal emphasizes the necessity of a careful examination of the different courses of study open to the pupils at the very beginning of their connection with the school. By the elective method, three opportunities for choice are given them. The purely English course, the English with some attention to the languages, or the distinctively college course may be selected. The election once made, any change during the progress of a term is hardly possible. If the college or the mixed course be decided upon, some neglect of purely English studies becomes a necessity.

In conclusion, we would say that the new administration possesses our entire confidence, and we invite our successors to the charge of the school with good hope in its future success.

JAMES DONALDSON, CHAS. W. RICHARDSON, SARAH E. SHERMAN.

# REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 18, 1882.

In making their annual report the Second Visiting Committee would state that the condition of the five Grammar Schools under their special charge, is much the same, statistically, as regards attendance, health, etc., as for several years immediately preceding this. In the Bentley School, Miss Mary A. Gage resigned as teacher of the fourth class, and Miss Clara P. Wardwell was elected to fill the vacancy. In the Bowditch School, early in the summer, Miss Eliza G. Hill resigned as teacher in the fifth class, and Miss Grace E. Child was elected to fill the vacancy. In the fall, Miss Susan T. Sanborn, teacher in the third class, resigned on account of ill health, and Miss Henrietta West was elected to the position. The Committee gladly bear witness to the conscientious and faithful work performed by Miss Sanborn during her six years' service as teacher.

For two months last spring Mr. William P. Hayward, the principal of the Pickering School, was confined to his home by serious sickness, and during that time Mr. Henry F. Waters, then a member of the Board, at the earnest request of the sub-committee, Mr. Dalton, and with the unanimous approval of the Second Visiting Committee, took charge of and taught the school much to the

relief of your committee and to the satisfaction of the parents whose children attended the school. By promptly acceding to the sudden call made upon his services, Mr. Waters saved your committee and the school much trouble and averted any marked retrogression among the scholars in the school duties and studies that otherwise would naturally have ensued during the enforced absence of their accustomed head. To take temporary charge of a school so long accustomed to another guide, and carry the pupils steadily forward is no ordinary task; but Mr. Waters easily accomplished it, because he brought to the performance of this duty ripe scholarship and experience, congenial taste and enthusiasm for the work, and a fondness and sympathy for children that at once won for him their respectful confidence and hearty good-will.

Your committee are glad to be able to report further that the end of the August vacation found Mr. Hayward restored to health and able to resume in September the charge of his school, and to complete in that month thirty years of service as a grammar school principal in our city! So long a period of continuous service is of itself sufficient proof of the great confidence and esteem with which he was regarded by the scholarly and able men who had charge of our schools so many years ago. In this connection it is interesting to note that, in this last month of the year, Mr. Hayward completes thirty-nine years of labor as a teacher. May he live to teach for many years to come, and find our successors always wise enough to reëlect him!

The reports of our predecessors of the Second Visiting Committee have, for several years, contained allusions to the need of and appeals for either a remodelling or rebuilding the Phillips Grammar School—this "long felt want" is now at last to be supplied and a prolific subject for discussion in School Board and City Council disposed of.

The practice which has become quite general in recent years of getting over the difficulty of accommodation for classes in their proper school-houses by the establishment of "colonies," has grown to such proportions as to become a serious evil which ought to be stopped. This evil is conspicuously illustrated in the building erected solely for the Bowditch Grammar school which is only sufficient to properly accommodate the classes belonging there, and yet a class of the primary school in Broad street has for some years been "colonized" in the Dean street Grammar schoolhouse, occupying one of the best and most available rooms on the first floor and obliging one of the grammar school classes to occupy an isolated room in the third story. In the intervening years the Primary school building in Broad street has been repaired and enlarged, but its "colony" in the Bowditch school building has not been taken back but remains for no other apparent purpose than to emphasize the absurd incongruity of having its recesses and dismissals at different hours from the other classes in the same building, and of disturbing and being disturbed by the noise inseparable from these recesses and dismissals.

Two cases of corporal punishment have occurred within the year in the Phillips Grammar school which caused complaint to be made to the Board and considerable comment in the local press. It will not be expected that this report will discuss the questions raised in the debates and the action which followed these complaints, but it is certainly proper to suggest that such parts of the Rules and Regulations of this Board as relate to discipline in the schools be so amended that whatever punishment is authorized shall be more definitely circumscribed and the rule authorizing it be made so plain that the teachers shall fully realize their responsibility to govern and control their temper and use the utmost caution in the infliction of punishment.

Your Committee have, at several of its meetings, invited the five principals of the schools under its immediate charge to attend, and they have all and always responded and by their presence materially assisted this Committee to a larger knowledge of the needs of their schools than the visits and reports of each individual subcommittee could alone supply.

In closing this report the writer regrets that it will not meet the requirements of those who want minute details and elaborate argument, but he is satisfied to know that it is approved by his four colleagues whose kind and persistent partiality at our organization obliges him now to write this report. As a result of the recent municipal election, the writer vacates the seat at this Board which he has occupied for six years; ever grateful for the honor, he has endeavored to show his sincere appreciation of it, and now gives way to more competent hands with pleasant memories and realization of the privilege he has enjoyed, and hearty wishes for the continued welfare and improvement of our schools.

For the Committee,

O. W. H. UPHAM, Chairman.

# REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM: IN SCHOOL COMMITTEE, Dec. 18, 1882.

The Primary School Committee, in presenting their annual report, take pleasure in recording that the schools under their supervision have fully maintained the standard of previous years.

Since the reopening of the schools in September last, the teachers in the fourth or lowest classes have been instructed to lessen the amount of drill in numbers, to which the young children have previously been subjected; your Committee feeling that so much plus and minus as has heretofore been customary, is beyond the comprehension of the little ones, and that they should only be taught, in their first year at school, the very simplest forms of numbers, illustrated by object lessons, thus preparing their minds for further progress as they advance from class to More time can also be given to instruction in reading and spelling, both of which studies need more attention in all the classes; for it seems to us that the pupils in the first or highest classes ought to be able to read any common book at sight, instead of, as now, stepping from word to word. The study of geography has been partially renewed in the first classes; during the past year "Scribner's Geographical Reader" has been introduced as a supplementary text book, and readings from that, with the

addition of practice with the maps, have given the scholars a beginning in this study.

Even with the graded system now in practice, it is quite impossible to keep the scholars in any class on an equality; for with forty or fifty children in a class, there is necessarily a great difference in their mental capacities. This tends to render the teachers' work more difficult. for much time has to be spent on the duller scholars; meanwhile, the brighter ones are losing time. This difficulty is partially obviated in the three lower rooms, by a division of the pupils into two sections, and by promotions twice a year. It has been the aim of the committee to have as many promoted as possible, from class to class, in order that none of the children shall remain longer than one year in any room, unless unavoidable, from prolonged absence from school, frequent truancy, or some such reason; we believe that a whole year is too long a time for a child to lose, and if the pupil should be a little backward in one study, he or she might be proficient in another.

We hope that the same plan may be carried out in the first classes in the future, and that promotions to the grammar schools will be made in the spring as well as in September; for we do not think that our children have any time to lose while preparing for their start in life. It seems evident that with all the care and expense which are bestowed upon these schools, such progress is not made as should be expected; the average age of scholars in the highest classes is from ten to eleven years; at that age a boy or girl should certainly have been one year at the grammar school. We have eleven primary schools to fit pupils for five grammar schools; and the statistics show that the attendance at each grammar school

is (perhaps excepting the Bowditch) say about two-thirds that of a primary, thus showing that many do not enter them from the primaries, or, if they do, they make a very short stay there. There appears to be something wrong about this; for it is certainly our duty to give the children in the community such a common education, by the time they reach the age of fifteen years, as will enable them to meet the ordinary requirements of their future; if they have this, and more is needed, the acquisition of it will depend upon themselves.

Much of the backwardness in our schools may be attributed to the small amount of interest shown by parents and others. Our school system is freely criticised, as of right it should be; but we hear of but very few visits of parents and other citizens to the schools, where they would be very welcome; while such visits would be very encouraging to the teachers and pleasing to the Committee.

We are also of the opinion that many parents too frequently keep their children from school, or have them dismissed early for slight causes; and a circus, a military or firemen's parade, or any of the almost weekly occurrences of like nature will cause a great many absentees from school; not only this, but the attention of the children is preoccupied by them to the exclusion of attention to their studies, for we know that such is child nature.

The long vacation, we also think, is detrimental to these schools. Although much is said about the requirements of health, we question whether the compulsory idleness for nine long weeks in the hottest season, as is the condition in which the majority of the primary school children are placed, is beneficial to either their health or their morals. Of course those who are in circumstances where they can be cared for and helped to enjoyments

are the exceptions; but we fear they are a very small minority. Many of the children also forget much that they have learned, and it takes the teachers some time to bring them up to where they were before vacation.

It is also questionable whether or not the daily sessions are too short; in former years six hours in summer and five and one-half in winter were the rule. They are now but about four and one-half hours. We would not abridge any of the real pleasures of the young; but we do question whether too much pleasure is good for either old or young.

Truancy is another detriment to our schools; there are usually several incorrigible truants in some of them; there does not appear to be any preventive for this as yet, as these truants are generally the shrewdest boys, and can spy out the truant officer or a policeman at a long distance.

There has been but one change in location of any of the schools in the past year. The building for many years occupied by the Phillips' primary (now Lynde school) having been torn down, to be replaced by a building for the Phillips grammar school, this school was removed to a temporary room in Brown street.

Some alterations might be made at the Lincoln school, for the purpose of insuring safety in case of fire.

The Oliver school is overcrowded, and some relief must be had; perhaps by changing the boundaries of the district it may be remedied.

The surroundings of the Pickman school on Dunlap street still remain in much the same condition, as portrayed by Dr. Johnson in his sanitary report to this Board in 1880.

But few changes in the corps of teachers have taken place during the year. Miss Allard has resigned her position as assistant at the Lynde school. Miss Jenny D. Fuller has been appointed assistant at the Prescott, in place of Miss Wardwell transferred to the Bentley grammar, and Miss Anne M. Hamblett appointed as assistant at the Oliver, in place of Miss Jane M. Gray transferred to the High school. Miss Ella F. Carr has also been appointed as an assistant at the Pickman school.

For the Committee,

N. H. MILLET, Chairman.

# REPORT ON NAUMKEAG SCHOOL.

In School Committee, Salem, Dec. 22, 1882.

The Naumkeag school was first opened on June 7, 1869, with an enrollment of 25 boys and 29 girls, and an average attendance of 81. This is, therefore, the fourteenth annual report of the school. We present below some figures from previous annual reports to indicate something of the work which it has done. It is now occupying room 3 in Browne No. 2.

	En	ROLLME	NT.		RAGE D		AVERAGE DAILY ATTENDANCE.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
1869	56	56	112	16	15	31	15	14	29	
1870	68	64	132	22	23	45	20	21	41	
1871	174	119	293	31	22	53	27	20	47	
1872			275						67	
1873	170	118	288	29	14	43	26	13	39	
1874	136	72	208			38			34	
1875	92	49	145	23	12	35	21	11	32	
1876	107	95	202	24	19	43	22	16	38	
1877	113	91	204	19	15	34	17	13	30	
1878	38	47	85	36	28	64	32	26	58	
1879	35	10	45	22	5	27	17	4	21	
1880	116	6	122	41	3	44	29	1	30	
1881	97	25	122	46	5	51	29	4	33	
1882	107	57	164	59	20	79	43	13	56	
1882*			109						63	

<sup>\*</sup> Sep t., Oct., Nov.

It will be seen that the enrollment is much smaller now than in many previous years. This is partly attributable to the fact that as fast as possible children are sent from here to the graded classes in other schools. As soon as these children, most of whom speak only French when they enter, have learned enough English to make it practicable, they are sent to the regular schools. The average daily belonging and the average daily attendance have improved during the past few years. This we attribute mainly to the school being located in a regular school building instead of being shifted about from place to place as of old. Many of these children work in the mill a part of the year, attending school only the twenty weeks required by law. They enter all the way from five to twelve years of age. Some are sent to the graded schools in six months, others in two years. It is surprising how soon some of them learn the rudiments of our irregular English. The parents of many of the pupils are extremely poor and cannot clothe them all sufficiently to enable them to attend school in extreme cold weather. It is not unusual for two children of a family to alternate in attendance, one wearing the single wrap or single pair of shoes to-day and the other to-morrow. We have therefore much absenteeism. Children who seek knowledge under such difficulties should be encouraged. They certainly should have as good accommodations as pupils in better circumstances, instead of being, as here, huddled together 75 in a room intended for 48. Here are two schools with two teachers, all crowded into one small room. On a warm day, with all possible care, the air cannot be kept fit for human beings to breathe. Here are little children sitting on great settees made for grown men and women, their feet hanging over the edge but resting on nothing, and their bodies doubled over to

reach the back of the seat. The necessary result is a constant moving about, which adds confusion and noise to the other evils. If quiet is needed anywhere it is where French-speaking children are being taught English pronunciation. It is more needed there than in other schools. The city should provide at once a remedy for this evil. We desire to renew with emphasis the suggestions of our predecessors in former reports on the imperative necessity of more room for the Naumkeag school. We earnestly invite the attention of the incoming city government to this need. It is a shame that any branch of our public schools should be so neglected. We have now an enrollment of 109 and only 48 seats; the attendance is sometimes 74 and averages 63 daily. With the return of warm weather we shall have an attendance of 80 or 100, provided we have any place to put them.

Miss Sarah P. Clemons, who has had charge of this school since May, 1880, when it was attached to Browne No. 2, was elected principal in April, 1880, when the Naumkeag was again made an independent school. Miss Annie V. Ward, who had been a "helper" since September, 1881, was elected an assistant teacher to date from the beginning of the present term. The school is naturally a difficult one, requiring of the teachers, among other things, a command of French, and the work has been much increased by the crowded condition of the room, but it has been done with a skill and patience worthy the highest commendation.

For the Committee,

WINFIELD S. NEVINS, Chairman.

# REPORT OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM, IN SCHOOL COMMITTEE, April 17, 1882.

As the Evening Schools for the term of 1881 and 1882 have now closed, the Committee submit the following report:

The evening schools for the term of 1881 and 1882 were opened November 7, 1881: that for boys in the Phillips primary school-rooms, in charge of Mr. Caleb B. Frye and six assistants; and that for girls in the rooms of the Phillips grammar school, on Brown St., in charge of Miss Caroline N. Tarr, with an assistant. At the boys' school, one assistant, Miss M. E. Smith, resigned early in December, and at the end of January, three others, Misses Ashby, Rowley and M. E. Ward, were discharged, because of the diminution of the number of pupils.

On the first two evenings of the school for boys there was a very large and disorderly attendance; the rooms were crowded, and notwithstanding the efforts of the teachers and also of the Committee who were present, order could not be maintained, until the arrival of a police officer whose presence had been requested. It appeared to be something more than mere fun on the part of these youths, for several desks were mutilated, and the inside of many

of them, and also the floor, were defiled with tobacco juice. On the second evening, order was partially restored, and all who were found to be using tobacco, or spitting upon the floor, were at once ejected from the rooms. Tickets of admission were also issued to all those who desired to become pupils. From thence to the close of the school, March 3, 1882, we had a very quiet and orderly attendance.

There is a difficulty attending admission to this school for which the Committee have not yet found a remedy. The ticket method has been tried, but has been found to be inconvenient to many of those who really wish to attend these schools; owing to the fact that they, being at their work all day, were unable to register their names with the Secretary of the Board. Perhaps at the next term we may be able to overcome it.

The attendance at these schools has not been as good as the Committee hoped, or as should have been expected, from the outlay made by the city for them. It seems as if from the population of our city there should be a larger number of young men desirous of the benefits of these schools, but after the Christmas holidays the attendance rapidly diminished. There are various reasons for this; one is, that school attendance becomes irksome to many after being at work all day; another is, that many prefer the dime shows and other such entertainments, which are too plentiful in the winter season; and the last and greatest is the growing disinclination on the part of many to anything like good order and discipline.

A few pupils were steady in attendance during the term, missing very few evenings; and the Committee cannot but compliment them for their diligence.

The average nightly attendance at the schools has been:

At the girls,	November,											32
	December,	•										19
	January,		•				•					11
	February,	•						•		٠		9
At the boys,	November,								•			70
	December,	•						•				38
	January,				٠				٠		•	22
	February,					•				٠		13
At the Frenc	h room addit	ion	al,	No	ove	ml	er,	,	٠			31
				D	ece	ml	er,	,				15
				Ja	nu	ary	7,					10
				$\mathbf{F}$	ebr	ua	ry,			•		10

The studies pursued at the schools were Reading, Writing, Arithmetic, and Book-keeping, and also Latin by one young man who, as the principal reported, was diligent in study and made good progress.

The teachers were all of them very assiduous in their duties, and the Committee here express their satisfaction with Mr. Frye, the principal of the boys' school, who, although laboring under such disadvantages as would deter most men from active life, was earnest in his endeavors to instruct and interest his pupils.

Evening School Committee,

N. H. MILLETT, Chairman.

### REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, Dec. 18, 1882.

The Committee on Music respectfully report that its study and practice have gone steadily on in our schools during the past year, under the direction of Prof. O. B. Brown, and in the manner which has been detailed in former reports. The meeting for singing in public was this year held at Mechanic Hall, and the addition of the pupils of the High school was one of the features of the occasion. The Hall was filled by friends of the scholars and the singing was sustained in some of the pieces by use of the organ. The cordial expressions of gratification and approval from the audience are evidence that the efforts of the musical director and the regular teachers are not without gratifying results. We hope that the present methods will be continued.

JAMES DONALDSON, ALFRED B. BROWN, MARY G. WARD.

### REPORT OF COMMITTEE ON DRAWING.

CITY OF SALEM, In School Committee, June, 1882.

The Evening Drawing School for the winter of 1881-2 opened on the evening of Tuesday, 15 Nov., 1881, under the instruction, in the Mechanical Department, of Mr. Wm. D. Dennis, and, in the Freehand Department, of Messrs. Frank W. Benson and John J. Redmond. The number enrolled was one hundred. The average attendance for the first two months was seventy-five. There was some falling off from this number in January; and, as warm weather came on, the attendance became gradually less, until, in the last two weeks of May, it averaged only fifteen or twenty, but those the most faithful and painstaking pupils, whose work showed the best results.

Under the faithful instruction of Mr. Dennis, the pupils in his branch of the school pursued the customary course of work in copying drawings of machinery and architectural designs, with more or less practice in enlarging or diminishing the proportions of the copy. Besides this they received an excellent drill in the various processes of construction of the geometrical figures which go to make up the details of architectural forms.

In the Freehand Department, with the exception of a few pupils who apparently came to the school solely for the purpose of copying the Allongé charcoal studies, all the scholars, even those who entered late in the term, were put through one and the same course of practice. Beginning with outlines from simple casts they advanced to more difficult work in proportion to their respective ability and the proficiency shown by them in their work, each individual receiving, as often as practicable, the direct and careful supervision and well-weighed criticisms and suggestions of the very able and enthusiastic instructors who had been so wisely selected by the committee of the previous year. Some, very young, pupils, with but little notion of drawing at first, studied from the flat copies with which the school is well provided, and, as soon as they formed an idea of their work, were advanced to simple object drawing. Some of these, as would naturally be expected in such a school, accomplished but little and showed no particular taste for drawing; while others did faithful work and made reasonably good headway. Of the elder scholars, a few who showed more than usual ability, were advanced, during the last two months, to stump drawing from the cast, and with the most gratifying results. These pupils (some seven or eight in number) took to the new kind of practice with such ardent zeal, showed so much steady, unflagging enthusiasm and performed so exceedingly creditable work, as to give great promise of what may be expected in the future, under similar methods of instruction.

Hardly an evening passed during the term that some member of the committee was not present for a part of the time. The attendance appeared to be, on the whole, all that could be expected, and good order, as a rule, prevailed during the entire season. The school closed the last of May.

For the Committee,
HENRY F. WATERS, Chairman.

### APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1878.	1879.	1880.	1881.	1882.
Whole number of such,	4576	4673	4862	4900	4870
Number of same, at school,	<b>3</b> 878	4050	4180	4285	4274
Number of same, not there,	698	623	682	615	596

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrollment of children at public and private day schools, and colleges, ascertained by May census, the past five years.

	1878.	1879.	1880.*	1881.	1882.
Number of such, over 15 years old,	453	305	389	460	484
Number of all ages, at school,	4331	4355	4569	4745	4758
Of whom there were in private schools,	927	1040	1210	1281	1264
Number, of all ages, in public schools,	3404	3315	3359	3464	3494

<sup>\*</sup>The column of 1880 will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for imperfections in the census.

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1882.

VATE	o, of	TOTAL.	239	127	143	241	367	147	1264				
T PRIV	WHOLE NO. OF SUCH.	ениге.	203	88	123	215	293	137	1060				
CE A	WH	BOYS.	36	38	20	26	7	10	204				
CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.  SCHOOLS, ETC.  ATTENDANCE AT PRIVATE SCHOOLS, ETC.  ATTENDANCE AT PRIVATE SCHOOLS, ETC.	YHOTAM.		30	:	:	:	:	:	30				
N OF ATTENDAL SCHOOLS, ETC.	THORS.	TIRAHU TITZVI	:	:	:	:	51		51				
TION C	ATH.	Вом. С	200	46	83	193	568	132	958				
SIFICA		PRIVAT	က	29	38	36	37	9	187				
CLAS	ees, etc.	COLLE	9	14	16	12	11	6	89				
VCES.	r ok ver	ATOT	018	718	578	888	1405	739	5354				
ER 15	'r.	мтоТ	40	102	85	80	100	11	481				
NO. OF SCHOLARS OVER 15 YEARS OLD.	IN PRIVATE SCHOOLS, ETC.	cires.	12	20	57	23	58	12	119				
HOLARS	PRI	BOYS.	6	13	10	00	9	œ	54				
OF SC	IN PUBLIC SCHOOLS.	cires.	1#	41	21	27	38	21	162				
NO.	PU	BOYS.	10	58	30	22	28	36	149				
ND 15	· T V	тот	830	772	493	808	1305	662	4870				
NO. OF CHILDREN BETWEEN 5 AND 15   YEARS OLD.     NOT AT		GIRLS.	40	40	17	36	112	30	275				
TWE	NO. TEN SCH	BOYS.	47	46	19	85	143	300	321				
DREN BETWY	(	IN VATE OOLS, TC.	VATE OOLS, TC.	IN VATE OOLS, TC.	PRIVATE SCHOOLS, ETC.	eines.	191	69	66	192	265	125	941
YE YE LEDR PRIVE SCHOOL	BOYS.	27	25	10	20	89	G3	150					
OF CH	IN PUBLIC SCHOOLS.	GIRLS.	173	258	117	188	244	185					
NO.	PUI	BOYS.	352	334	231	346	473	282	2018				
WARD.			H	II.	III.	IV.	· .	VI.	Total 2018 1165				

The absence of teachers for the school year, as shown by the monthly reports of the various schools, was, in half days, as follows: High, 115; Phillips Grammar, 1; Pickering, 109; Saltonstall, 10; Bentley Primary, 118; Bertram, 7; Browne II, 102; Carlton, 33; Endicott, 25; Lincoln, 18; Oliver, 5; Phillips Primary, 110; Pickman, 37; Prescott, 85; Upham, 21; Naumkeag, 3. Total, 799 half days.

Substitutes were employed the following number of half days, viz.: High, 110; Pickering, 108; Saltonstall, 7; Bentley Primary, 71; Browne II, 93; Carlton, 24; Phillips Primary, 109; Pickman, 26; Prescott, 84; Upham, 5. Total, 637 half days.

Ages of pupils in September, 1881, when entering the grades severally enumerated:—

			Ol	dest	You	ngest	Ave	erage
			P	upil.	Pu	Pupil.		ge.
			yr.	mo.	yr.	mo.	yr.	mo.
High School, Senio	r Clas	s,	20	8	16	0	17	11
Sub-S	enior	,	20	8	14	7	16	10
Ex-Ju	mior,		17	9	14	1	17	0
Junio	r,		17	10	12	7	15	1
Grammar Schools,	Class	I,	17	2	11	5	14	5
	6.6	II,	17	3	10	10	14	1
	6.6	III,	17	2	10	9	13	2
	6.6	IV,	17	0	9	0	12	4
	4.6	v,	15	1	8	6	10	6
Primary Schools,	46	I,	15	0	7	5	10	3
	66	II,	13	4	6	8	9	0
	4.4	III,	14	0	5	0	7	9
	6.6	IV,	14	0	4	6	6	7

Number of graduations or promotions to higher schools, July, 1882:—

Primary schools: Bentley, 26; Bertram, 27; Browne I, 26; Browne II, 20; Carlton. 31; Endicott, 27; Lincoln, 35; Oliver, 44; Phillips, 42; Pickman, 13; Prescott, 33; Upham, 36. Total, 360.

Grammar Schools: Bent'ey, 12; Bowditch, 34; Phillips, 9; Pickering, 20; Saltonstall, 28. Total, 103.

High School, 23.

Account of service of truant officer for the school year 1881-82:—visits to schools, 1,467; attendance at court, seventeen times; attendance at school exhibitions, one half day,—besides visits at mills, etc., reports to Superintendent or Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2,614, as follows:

High School, 3.

Grammar Schools:—Bentley, 6; Bowditch, 698; Phillips, 376; Pickering, 17; Saltonstall, 207. Total, 1,304.

Primary Schools:—Bentley, 4; Bertram, 3; Browne I, 272; Browne II, 143; Carlton, 22; Endicott, 191; Lincoln, 46; Oliver, 18; Phillips, 107; Pickman, 349; Prescott, 113; Upham, 19. Total, 1,287.

Naumkeag School, 20.

Cases of truancy discovered, 345, as follows:-

High School, 1.

Grammar Schools:—Bentley, 2; Bowditch, 71; Phillips, 61; Pickering, 6; Saltonstall, 24. Total, 164.

Primary Schools:—Bentley, 2; Browne I, 18; Browne II, 3; Carlton, 10; Endicott, 49; Lincoln, 19; Oliver, 15; Phillips, 32; Pickman, 11; Prescott, 18; Upham, 3. Total, 180.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: i. e., before pupils are permitted to receive instruction for the term:—

High School,	\$50	00	per	year;	\$25	00	each	payment.
Grammar Schools,	30	00	6.6	6.6	15	00	6.6	4.6
Primary Schools,	20	00	6.6	4.6	10	00	4.4	6.6

A.—STATISTICS, FROM SEPTEMBER, 1881, TO JULY, 1882.

NUMBERS ENROLLED.   CLASSES.	AVERAGE DAILY BELONGING. AVERAGE DAILY ATTENDANCE.	BOTH SEXES BY CLASSES.	TOT  POTENTIAL TOT  POTENTIAL TOT  POTENTIAL TOT  TOT  TOT  TOT  TOT  TOT  TOT  TOT	36   45   67   -   173   -   -   25   35   44   64   -   168	37         44         53         176         —         156         19         19         33         39         46           74         88         120         396         235         126         39         66         67         82         107           63         66         64         215         89         18         55         58         58         58         58           33         66         64         19         37         81         36         107           8         19         82         156         89         13         13         48         17           8         257         143         94         30         31         31         69         76	72 237 310 358 11,200 658 440 115 158 217 284 324 1.008	38         38         41         —         146         —         111         27         28         25         31         —         118           39         38         41         —         148         70         58         28         35         32         33         —         128           30         39         43         43         43         43         33         33         —         128           36         38         38         56         —         156         78         46         27         30         25         42         128           36         38         56         —         156         78         46         27         30         26         42         124           46         38         38         65         —         173         46         37         30         26         47         114           46         38         38         49         —         46         37         30         38         40         —         114           41         43         46         46         47         39         38         40         —         30
NUNBERS ENROLLED.   CLASSES.	AVERAGE DAILY	*S'	етв	-   25	176 20 22 138 42 72 - 9 20 69 20 25 103 32 33	486  123  172	146 68 22 28 28 29 42 28 88 28 28 28 28 28 28 28 28 28 28 28
NUMBERS ENROLLI  BOTH SEXES  C1-ASSES.  C1-A	D.	.11	\toT	185	199 443 249 164 284	104  1,339	1100   1000
© CHRIS   ELLERS	MBERS ENROLLE	BOTH SEXES CLASSES.	III	37   46	26 84 82 82 82 82 82 83 83 83 84 82 84 82 82 83 84 82 82 82 83 84 82 82 84 82 82 84 82 82 84 84 84 84 84 84 84 84 84 84 84 84 84	197  261	1   25   25   25   25   25   25   25
SCHOOL.  SCHOOL.  Figh  GRAMMAR: Sentley Sowditch Phillips Jickering Sickering Sickeri	NU	-		-  -	291 249 171		071 088 082 082 082 082 082 082 082 082 082

# B.—STATISTICS, SUPPLEMENTARY.

TS.	Square	Size of the Feel	12,104	19.450	21,200	18,000	20,040	97.690		18	20.300		18,085	0+1,11 (200	10,890	18,000	15,380	12.357 24.100	150.527	1	260,321 6 acres.
BUILDINGS AND LOTS.	.noi3	Valua	\$20,000	\$30,000	85,000	15.000	16,000	\$166,000		18	90.030	20,5	10,000	10.000	15,000	20,000	0006	10.000	\$132,030	I	\$318,030   Nearly 6
ILDING	delled.	Remo	1871	1	Ī	1 1	1	Ī		1	1870	1	1		1878	ŀ	I	1 1	I	Ī	1
BC	.ba	Erecte	1855	1861	1870	6981	1874	T		. 15	5/8/2		1875	1003	1818	1841	1872	1851	1	I	Ī
	2	Total	224	191	471	318	3336	1,514		204	261	200	204	412	255	262	144	1910	2.451	09	14,249
	SS.	<b>&gt;</b>	1	48	134	100	96	431		I	1		1	I		1	1		1	ī	ī
	NUMBER OF SITTINGS BY CLASSES.	IV	1		_	g; q		4:30  4	1	48	84.5	54	96	3	\$ 15	10.5	48	200	733	ī	1
	r CL	H	1	35	33	#8	88	327	ľ	8	20 3	8 8	46	00	2 X	55	1	20 7	550	1	1
	BY	=	T	1	49		8	97		99	90 o	46	49	93	5.5	55	20	3: 4	593	1	1
1	Z	1	1	47	43	3 c	2 4	5.59		55	20 o	5 5	20	90	9 9	20	48	50	575	09	ī
ζpi	erof Stu	Roon	6.3	4	10	<u>ဗ</u> =	+ 1-	31		4	4 -	+ 4	4.	4 -	4 10	5	30	4 4	49	-	83
-	Телсће 1882.		1	4	10		+ 1-	35	İ	4	40	0 4	41	o -	4 X	9	က	4 4	53	61	16
[00	me, No. mal Scholmates.	Norr Grad	67	0	[-	್ದ ೦	410	19		00	G1 0	o 61	-	21 -	4 4		ಖ	sc	35	21	55
	ers, Sch , 1881-82,	леял	7	4	10		# E~	3.5		4	4-	4 4	4	ē,	# oc	9	ಐ	44	54	61	95
Jo-ui		Half-d Subs	110	0	0	000	01-	115		71	0 0	- 8	75	0	00	109	56	₹ "	415	0	637
sp-	ays, e of Tea 1881-82.		115	0	0	1 1	100	120		118	t~ <	102	88	33	z re	110	37	282	561	20	799
	qroO to əmdəinn		0	0	33	15	63	240	1	0	0 !	6.7	ତୀ	65	35	30	35	62 5	371	21 X	623
	T losys 28.1881 ,	ancy	20	0	118	190	. 23	235		14	0	2 %	ic.	130	0000	3 =	200	34		25	645
	28·1881 '		258	98	939	416	174	1.989		838	212	468	612	<del>1</del> 69	433	250	523	3633	6.554	339	9,140
		raev A iquq iquq	15	39	36	30 5	200	34		58	27	2015		20 1	97	1 77	27	25.55	-	25	31
-pt	nt. atter e, 1881-2.	Per ce	97	68	91	37 2	# 8!	5.5		92	98	<u> </u>	8 %	2	2 2	# · · · · · · · · · · · · · · · · · · ·	33	£ 38	36	7.5	87
	SCHOOL.		High	GRAMMAR: Rentley	Bowditch	Phillips	Saltonstall	Total, Gram.		PRIMARY: Bentley	Bertram	Browne I.	Carlton	Endicott	Lincoln	Phillips	Pickman	Prescott	Fotal, Primary	Nanmkeag	Total, Schools

### GRADUATES, JULY, 1882.

### HIGH SCHOOL.

Daniel G. Abbott, Peter F. Carney, George A. Chandler,

Harris G. Hale,

George B. Harris, Arthur R. Hill, Frederic D. Price, William Ropes,

### Leverett V. Symonds,

Lucy H. Donaldson, Julia C. Lane, Emma F. Lowd, Jennie G. Mansfield, Alice H. Osborne, Edith B. Pickering, Alice H. Randall,

Abbie L. Read, Alice P. Read, Clara A. Sawyer, Annie F. Smith, Caroline B. Steele, Carrie E. Walton, Martha M. Webber.

### GRAMMAR SCHOOLS.

[Those marked with a \* entered the High School.]

### BENTLEY GRAMMAR.

\*Julia B. Cabeen, \*Grace G. Dalton, \*Nellie H. Ham, \*Annie W. Lyon, Annie M. Magill, Lillie Roberts,

\*Hattie R. Ropes, \*Mabel B. Saunders, Grace R. Sewall, Alice G. Skerry, Louisa F. Townes, \*Grace Upton.

### BOWDITCH GRAMMAR.

\*John D. Ashton, \*Frederick A. Carter, \*Michael E. Cary,

Wm. E. Cummings, \*Edward Keating,

\*Harry W. Kimball, Samuel D. Lord.

\*Charles W. Morse,

James P. Tierney,

\*Minnie A. Bigelow,

\*Lily C. Carter,

Nellie E. Crossman,

\*Emma L. Frost,

Lizzie M. Hugard, \*Clara B. Mansfield,

\*Eliza S. Moody,

\*Mattie P. Monroe,

\*Richard Ober. James J. O'Brien, Frederick G. Pierce, \*Arthur G. Richardson,

\*Edward J. Murphy,

George A. Riley, Thomas F. Slattery,

\*Stanley Steele,

Nellie L. Moore,

\*Lily N. Mosely,

Abbie F. Nichols,

Annie L. Ober,

\*Mary O'Callaghan,

\*Fannie M. Powers, \*Bessie P. Smith,

\*Josie Turner,

Sadie E. Turner.

### PHILLIPS GRAMMAR.

\*Howard Edwin Bartlett,

\*Charles Russell Harding, William Wallis Hurlburt,

\*Richard Ives.

Dennis Joseph Nash, Joseph Newhall, Frank Leonard Pearl,

Fred Pierce Porter,

\*John Henry Whooley.

### PICKERING GRAMMAR.

\*Joseph J. Batchelder,

\*Willard G. Bixby,

\*Edward H. Brown,

John Cuff,

\*James B. Dugan,

\*G. Frederick Packard,

\*Franklin A. Read,

\*Clifton J. Symonds,

\*George E. Symonds, George Webster.

\*Annie L. Brown,

\*Alice B. Bodwell,

\*Addie J. Carlton,

\*Lillian M. Cone,

\*Otie M. Howes,

\*Julia Packard,

\*Alice M. Phippen,

\*Susie E. Ropes,

\*Lillian M. Sibley,

\*Jennie L. Verry.

### SALTONSTALL GRAMMAR.

\*Charles Frederick Allen,

\*William Lincoln Bates,

\*Charles Melville Billings,

\*Edward Traill Brown,

\*Harry Hosmer Brown,

James Carlin,

\*Thomas Henry Gardner,

\*George Clarkson Goldthwaite,

Ellen Lee Cassell,

\*Lulie Gertrude Coffin,

\*Lena Barbetta Conrad,

Julia Dreyfus,

\*Lizzie Ellen Faxon,

\*Annie Cass Hyde,

George Augustus Hatch,

\*Mark Lowd,

Charles Nelson Prime,

\*Arthur Foster Smith,

William Edwards Smith,

\*John Edward Stanton,

\*William Pray Swasey,

Abraham R. U. Solomon.

\*Hattie Lee,

Jennie Symonds Lewis,

\*Mary Hayden Lord,

\*Charlotte Morrison,

\*Florence Augusta Newcomb,

\*Mary Lefavour Pond.



# LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

### HIGH SCHOOL.

- Dictionaries: Spiers & Surenne's French; Adler's German; Lidell & Scott's Greek; Andrews' Latin.
- English:—Hart's Rhetoric; Hudson's Plays.
- French:—Otto's Grammar; La Fontaine's Fables; Petités Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Genevoises; Demogeot é Histoire de la Littérature française.
- German: Ahn's Grammar; Adler's Reader; Undine.
- Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad.
- Latin:—Harkness's Grammar, Reader and Prose Composition; Cæsar's Commentaries; Cicero; Virgil.
- History: -- Swinton's Outlines.
- Mathematics:—Crittenden's Commercial Arithmetic; Greenleaf's Algebras; Wentworth's Geometry; Duff's Book-Keeping and Blanks; Robinson's Surveying and Navigation.
- Science:—Eliot & Storer's Chemistry; Quackenbos's Natural Philosophy; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoology; Champlin's Political Economy.

### GRAMMAR SCHOOLS.

- Arithmetic:—Franklin Written; Hagar's Common School; Colburn's First Lessons.
- Dictionaries: Worcester's Primary, Elementary or Comprehensive.
- Drawing: Smith's large, small and old series.
- Grammar:—Kerl's Common School; Knox's Language Lessons.
- Geography:—Guyot's Intermediate; Scribner's Geographical Reader.
- History: Barnes's Brief History of U. S.; Higginson's Young Folks U. S.
- Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate; Appleton's 5th (for sight reading); Worcester's Comprehensive Speller.
- Writing: Duntonian System; Payson, Dunton & Scribner's.

### PRIMARY SCHOOLS.

Arithmetic: Franklin Primary and Elementary.

Dictionary: - Worcester's Primary.

Drawing: - Thyng's Primary.

Geography: - Scribner's Geographical Reader.

- Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2nd Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd.
- Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

### ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Reader, in High School.

### CORPS OF TEACHERS.—Dec., 1882.

|A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the carliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of teachers not yet elected in *italics*; others, in Roman type.]

### HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	\$2,200	October, 1874.	7 Piedmont.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	Peabody.
Susan A. Osgood,	First Asst.	1,100.		Chelsea.
Mary J. Thayer,	Assistant	650	Sept., 1858. October, 1867. Sept., 1863.	34 Broad.
Alice Jenkins,	Assistant	650	October, 1876, March, 1865.	Lynn.
Jane M. Gray,	Assistant	650	February, 1877.	13 Mall.
Elizabeth P. Knight,	Assistant	650	June, 1882.	92 Essex.
	1.	\$7,400		1

### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
III.	HANNAH E. CHOATE, Mary A. Coleman, Eliza G. Cogswell, Clara P. Wardwell,	Principal First Asst. Assistant Assistant	600 500	April, 1873. Dec., 1857. Sept., 1846. Sept., 1855. July, 1874.	23 Norman. 3 Winter. 64 Wash'n sq. 20 Hathorne.

### APPENDIX.

### BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	FRANK L. SMITH, Margaret G. Standley,	Principal Sub-Prin.	\$1,800 800	Dec., 1874. Sept., 1864. Junc, 1863.	19 Buffum.
	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Henrietta West,	Assistant	400	Nov., 1882.	2 Winthrop.
III.	Laurette H. Files,	Assistant	400	Feb., 1882.	250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July. 1874.	6 North Pine
v.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
v.	Helen M. Miner,	Assistant	500	Dec., 1874.	12 Mt. Vernon
v.	Grace E. Childs,	Assistant	400	May, 1882.	345 Essex.
			\$6,300		

### PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ŕ	EDWIN R. BIGELOW,	Principal First Asst.	\$1,800	Aug., 1876. Nov., 1857. Oct., 1864.	6 Carpenter.
	Mary E. Stanley,		600	· · · ·	
	Martha F. Allen,	Assistant	500	Feb., 1876. Sept., 1872.	Beverly.
	Caroline E. Goodridge,	Assistant	500	April, 1876.	8 Becket.
IV.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	64 Wash'n sq.
v.	Clara M. Greenough,	Assistant	500	Sept., 1879.	92 Federal.
v.	Charlotte M. Newton,	Assistant	500	Nov., 1881.	2 Winthrop.
			\$4,900		

### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	WM. P. HAYWARD, Sarah E. Cross,	Principal First Asst.	\$1,800 600	Sept., 1852. Dec., 1843. March, 1845.	83 Summer. 55 Endicott.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Eliza J. Murphy,	Assistant	\$3,400	Jan., 1874.	10 Orne.

### APPENDIX.

### SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	\$1,800	Sept., 1873. Sept., 1854.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
1V.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
v.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
v.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			\$4,900		

### BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
II.	M. Ella Cressey,	Assistant	500	Dec., 1880.	17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
			\$2,100		

### BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			\$2,100		

BROWNE SCHOOL (I), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.
III.	Emma A. Graves,	Assistant	500	May, 1870.	15 Chestnut.
IV.	Mary J. Bigelow,	Assistant	500	Dec., 1880.	56 Lafayette.
			\$1,600	[	

### BROWNE SCHOOL (II), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	EMMA F. EARLE,	Principal	\$600	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	Assistant	500	Feb., 1879.	16 Prescott.
ш.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n.
			\$2,100		

### CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
1.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
ıv.	Laurette P. Emerson,	Assistant	500	Dec., 1880	193 Bridge.
			\$2,100		

### ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	146 Federal.
11.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848,	20 Winthrop.
IV,	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
IV.	Laura M. Carlton,	Assistant	200		87 North.
			\$2,300		

### APPENDIX.

### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	\$600	Oct., 1877. May, 1859.	385 Essex.
II.	Lucy E. Adams,	Assistant	500	March, 1870.	47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	117 Federal.
IV.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			\$2,100		

### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	\$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
II.	Belle G. Hodgkins,	Assistant	200	•	164 Boston.
III.	Annie M. Hamblett,	Assistant	400	Nov., 1882.	13 Boardman
111.	Ella L. Prime,	Assistant	200		6 Buffum.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	Kimball Ct.
IV.	Carrie M. Hooper,	Assistant	200		17 Norman.
v.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
			\$3,100		

### LYNDE SCHOOL, BROWN STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	41 Northend.
11.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
111.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.
IV.	Grace G. Hooper,	Assistant	500	April, 1878.	17 Norman.
IV.	Flora J. Sibley,	Assistant	200		3 Union Place
			\$2,300		

### APPENDIX.

### PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	\$600	April, 1873.	59 Barr.
11, 111.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			\$1,600		

### PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	R. Anna Harris,	Principal	\$600	June, 1879.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			\$2,100		

### UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
Ι.	Maria Cushing,	Principal	\$600	March, 1847.	  83 Summer.
H.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton place
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			\$2,100		

# (1). TRUANT OFFICERS.

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE,
John W. Libbey, Frederick H. Hunt,	10	February, 1874. January, 1877.	3 Osborne. 17 Hardy.
	\$810		

### 2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	schools.
B. E. Burchsted,	\$250	15 Carlton.	1—Phillips Grammar.
Luke E. Friend,	550	3 Lynn.	4-Carlton, Endicott, Lin-
Frederick H. Hunt,	425	17 Hardy.	coln, and Prescott. 2—Bentley and Phillips Pri-
A. S. Jillson,	100	37 St. Peter.	mary. 1— Brown street rooms.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	400	24 Symonds.	3-North Salem.
John S. Wardwell, jr.	400	121 Mt. Vernon.	2—High and Oliver.
John W. Wheeler,	650	4 Harrison ave.	3— South Salem.
No. of the last of	\$3,425		

### BOARD OF SCHOOL COMMITTEE, 1883.

WILLIAM M. HILL, Mayor, Chairman, ex officio.

WILLIAM LEONARD, President of the Common Council, member ex officio.

WARD ONE.

Till 1884. George Russell,

Till 1885. Francis E. Hines, Nathan H. Millet,

Till 1886.

17 Charter.

8 Curtis.

WARD TWO.

Edwin H. Dodge. 47 Washington Sq.

10 Liberty.

24 Forrester.

Charles A. Buxton, Jabez B. Lyman, 92 Wash'n Sq.

WARD THREE.

John Preston, 1 Mt. Vernon. George F. Ropes, 16 Summer.

Joseph P. Fessenden, 128 Washington.

136 Federal.

WARD FOUR.

James Donaldson, 172 Federal.

Chas. W. Richardson, Edward S. Atwood, 2 River.

WARD FIVE.

Elisha J. Faxon, 2 Linden.

Nath'l B. Perklns, Jr., J. Frank Dalton, 57 Lafavette. 2 Cherry.

WARD SIX.

Edward E. Dalton, Alfred Brown, 21 Mason.

37 Walter.

W. S. Nevins, 20 Orne.

HENRY F. WATERS, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

Executive Committee, Mayor Hill, President Leonard, and Messrs. Donaldson, Faxon and Dodge. Henry F. Waters, Clerk.

First Visiting Committee, on High School, James Donaldson, Chairman; Charles W. Richardson, Clerk; and Edward S. Atwood.

Second Visiting Committee, on Grammar Schools, Edward E. Dalton, *Chairman*; George Russell, *Clerk*; Elisha J. Faxon, Joseph P. Fessenden and Francis E. Hines.

Third Visiting Committee, on Primary Schools, Nathan H. Millet, Chairman; W. S. Nevins, Clerk; Alfred B. Brown, Charles A. Buxton, Edwin H. Dodge, Jabez B. Lyman, N. B. Perkins, Jr., John Preston, George F. Ropes and George Russell.

Committee on Naumkeag School, W. S. Nevins, Chairman; N. B. Perkins, Jr., Clerk; and F. E. Hines.

Committee on Evening School, Nathan H. Millet, Chairman; George Russell, Clerk; and Edwin H. Dodge.

Committee on Music, James Donaldson, Chairman; Alfred B. Brown, Clerk; and Edward S. Atwood.

Committee on Drawing, Elisha J. Faxon, *Chairman*; George F. Ropes, *Clerk*; and J. Frank Dalton.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman*; Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Henry F. Waters, *Clerk*.

Committee on Printing and Supplies, Winfield S. Nevins, Chairman; Edward E. Dalton, Edwin H. Dodge, Elisha J. Faxon and John Preston. Henry F. Waters, Clerk.

### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,			George Russell, Clerk.
Bowditch, Dean St.,			Joseph P. Fessenden.
Phillips, Herbert St			Francis E. Hines.
Pickering, School St.,	٠	Edw	ard E. Dalton, Chairman.
Saltonstall, Hazel St.,			. Elisha J. Faxon.

### SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,						Edwin H. Dodge.
Bertram, Willow Ave.,		•				J. Frank Dalton.
Browne, Ropes St.,	•		•			N. B. Perkins, Jr.
Carlton, Skerry St.,		,		•	•	Jabez B. Lyman.
Endicott, Boston St.,		•			•	. John Preston.
Lincoln, Fowler St.,	•					W. S. Nevins, Clerk.
Lynde, Brown St., .				Na	than	H. Millet, Chairman.
Oliver, Broad St.,			•			George F. Ropes.
Pickman, Dunlap St.,						Chas. A. Buxton.
Prescott, Howard St.,						George Russell.
Upham, North St., .						Alfred B. Brown.

### SCHOOL CALENDAR.

- School Year began Monday, Sept. 4, 1882.
   Second term begins Monday, February 5, 1883.
   School year ends Saturday, July 7, 1883.
   Next school year will begin Monday, September 3, 1883.
- Vacations:—Thanksgiving Day, Nov. 30, 1882, and Dec. 1, 2.
   Christmas to New Year's, Dec. 25, 1882, to Jan. 1, 1883.
   March 5 to 10, both included,—Monday to Saturday.
   Monday, July 9, 1883, to Saturday, Sept. 1, 1883, both included.
- Legal Holidays: Washington's Birthday, Thursday, Feb. 22, 1883.
   Fast Day, Thursday, April 5, 1883.
   Fourth of July, 1883, on Wednesday.
- 4. Number of weeks of actual school time, after deducting the vacations and holidays, as above, 41.
- 5. Number of sessions:—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day except Saturday.
- 6. Hours of session :-

High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M. November 1 to April 1, from 8 A. M., to 1 P. M.

Grammar Schools, April 1 to Sept. 1, from 8½ to 11½ A. M. September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

Primary Schools, April 1 to Sept. 1, 8½ to 11½ A. M. Sept. 1 to April 1, 9 to 11½ A. M., and 2 to 4 P. M., the year round.

Naumkeag School, like the Primaries.

- Detentions permitted:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.
- 8. Times of monthly reports from teachers and presentation of bills, Monday following the dates to which the statistics are to be extended,—namely: Saturday, Sept. 30, Nov. 4, Dec. 2, Dec. 30, 1882, and Feb. 3, March 3, March 31, April 28, June 2, and July 7, 1883.
- Times of meeting:—School Committee, the third Monday evening
  in each month.

  Executive Committee, the first Monday evening in each month.
  Committee on Printing and Supplies, the first and third Monday
- 10. Dates for presenting all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.

evenings in each month.

 Secretary's office hours:—4 to 5 P. M., on school days. Office at No. 6, City Hall.







## ANNUAL REPORT

OF THE

# School Committee

OF THE

# CITY OF SALEM.



DECEMBER, 1883.

SALEM, MASS.:
THE OBSERVER BOOK AND JOB PRINT,
1884.



### ANNUAL REPORT

OF THE

# School Committee

OF THE

# CITY OF SALEM.



DECEMBER, 1883.

SALEM, MASS.:

The observer book and job print,  $1884\,.$ 



# CONTENTS.

	Page.
Board of School Committee, 1883,	5
REPORTS:—Executive Committee,	9
High School Committee,	11
Grammar School Committee,	16
Semi-Annual Examinations,	27
Primary School Committee,	30
Naumkeag School Committee,	34
Evening School Committee,	39
Committee on Music,	39
Committee on Drawing,	41
Committee on Examination of Teachers, .	43
Committee on Printing and Supplies, .	45
APPENDIX:—Census,	49
Abstract of Census,	50
Absence of Teachers,	51
Substitutes employed,	51
Ages of Pupils in all grades,	51
Promotions, July, 1881,	51
Account of Truant service, 1881-2,	52
Rates of Tuition,	52
Table of Statistics,	53
Table of Statistics, B,	54
Graduates, High and Grammar,	55
Books used in the Grammar Schools of Salem,	<b>5</b> 9
Corps of Teachers, Dec., 1883,	63
Truant Officers and Janitors,	67
Board of School Committee, 1884,	69
School Calendar,	71



#### BOARD OF SCHOOL COMMITTEE, 1883.

WILLIAM M. HILL, Mayor, Chairman, ex-officio.

WILLIAM LEONARD, President of the Common Council, member ex-officio.

WARD ONE.

Till 1884. George Russell. 10 Liberty.

Till 1885. Francis E. Hines. 17 Charter.

Till 1886. Nathan H. Millet. 8 Curtis.

WARD TWO.

Edwin H. Dodge, 47 Washington sq. Charles A. Buxton, 24 Forrester. Jabez B. Lyman, 92 Wash'n Sq.

WARD THREE.

John Preston. 1 Mt. Vernon. George F. Ropes, 16 Summer. Joseph P. Fessenden, 128 Washington.

WARD FOUR.

James Donaldson, 172 Federal.

Chas. W. Richardson, Edward S. Atwood, 2 River.

136 Federal.

WARD FIVE.

Elisha J. Faxon, 2 Linden.

Nath'l B. Perkins, Jr., J. Frank Dalton, 2 Cherry.

57 Lafayette.

WARD SIX.

Edward E. Dalton, 21 Mason.

Alfred B. Brown,\* 37 Walter.

W. S. Nevins, 20 Orne.

HENRY F. WATERS, Secretary. † 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

<sup>\*</sup>Resigned April, 1883. George B. Melcher elected to fill vacancy. †Resigned April, 1883. Alfred B. Brown elected Secretary.

Executive Committee, Mayor Hill, President Leonard, and Messrs. Donaldson, Faxon and Dodge. Henry F. Waters\*, Clerk.

High School Committee, James Donaldson, Chairman; Charles W. Richardson, Clerk; and Edward S. Atwood.

Grammar School Committee, Edward E. Dalton, Chairman; George Russell, Clerk; Elisha J. Faxon, Joseph P. Fessenden and Francis E. Hines.

Primary School Committee, Nathan H. Millet, Chairman; W. S. Nevins, Clerk; Alfred B. Brown,† Charles A. Buxton, Edwin H. Dodge, Jabez B. Lyman, N. B. Perkins, Jr., John Preston, George F. Ropes and George Russell.

Committee on Naumkeag School, W. S Nevins, Chairman; N. B. Perkins, Jr., Clerk; and F. E. Hines.

Committee on Evening School, Nathan H. Millett, Chairman; George Russell, Clerk; and Edwin H. Dodge.

Committee on Music, James Donaldson, Chairman; Alfred B. Brown, Clerk, † and Edward S. Atwood.

Committee on Drawing, Elisha J. Faxon, Chairman; George F. Ropes, Clerk; and J. Frank Dalton.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman*; Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Henry F. Waters, *Clerk.*\*

Committee on Printing and Supplies, Winfield S. Nevins, *Chairman*; Edward E. Dalton, Edwin H. Dodge, Elisha J. Faxon and John Preston. Henry F. Waters, *Clerk*.\*

<sup>\*</sup>Resigned. Succeeded by Alfred B. Brown.

<sup>†</sup>Resigned. Succeeded by George B. Melcher.

<sup>‡</sup>Resigned. Succeeded by Joseph P. Fessenden.

#### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .		. George Russell, Clerk.
Bowditch, Dean St., .		. Joseph P. Fessenden.
Phillips, Washington Sq.,		. Francis E. Hines.
Pickering, School St., .	٠.	Edward E. Dalton, Chairman.
Saltonstall, Hazel St.,		. Elisha J. Faxon.

#### SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,						Edwin H, Dodge.
Bertram, Willow Ave.,						J. Frank Dalton.
Browne, Ropes St.,	,					N. B. Perkins, Jr.
Carlton, Skerry St.,						T I D T
Endicott, Boston St.,						. John Preston.
Lincoln, Fowler St.,						W. S. Nevins, Clerk.
Lynde, Herbert St.,				N	atha	H. Millett, Chairman.
Oliver, Broad St.,						George F. Ropes.
Pickman, Dunlap St.,						Chas. A. Buxton.
Prescott, Howard St.,						George Russell.
Upham, North St.,						Alfred B. Brown.*

<sup>\*</sup>Resigned. Succeeded by George B. Melcher.



# REPORTS.

### REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., Dec. 17, 1883.
IN SCHOOL COMMITTEE.

To the School Board of the City of Salem:

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending Nov. 30, 1883.

#### PERMANENT INVESTMENT.

Apparatus,			\$27	10
Furniture,			3	00
Library and	cabinet	, .	65	44

Am't permanent investment, \$95 54

### Amount brought forward,

\$95 54

#### CURRENT EXPENDITURES.

Salaries,	13 90	
	80 78	
	7 36	
Repairs,	4 50	
Printing and supplies, 1,2	36 53	
Books for pupils, 9	88 07	
Gas bills,	84 80	
Water Rates, 7	84 85	
Taking school census, 2	8 32	
Printing Annual Report, 1	7 20	
Timong Timong Timoporo,		
8	57 53	
8		013 84
Miscellaneous, 4	. \$72,	013 84 109 38
Amount of current expenditures, . 4	. \$72,	
Amount of current expenditures, .  Total amount expended during the years.	. \$72,	
Miscellaneous,	\$72, ar, \$72,	

For the Executive Committee,

Net total expenditures for the year, \$70,079 27

WM. M. HILL, Chairman.

### REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM, IN SCHOOL COMMITTEE, Dec. 17, 1883.

Since our last annual report was rendered, the High School has completed one year of its allotted work, and entered well upon the first term of another.

The close of the last year found the school emerging from the disturbance of its routine, caused by numerous changes and long continued sickness among the teachers. The experience of that year confirming the opinion previously held by the Committee of the Schools, that an additional teacher was needed—the Board granted permission for the purpose, and Miss Mary R. Sawyer, a former pupil, and graduate of the school, and a graduate also of the Normal School, who by efficient work as a substitute had given evidence of fitness, was added to the corps.

The school was closed for the year by public Graduation Exercises. These exercises were not intended to be any exhibition of the standing or attainments of any pupils, but were for the purpose of making a marked and pleasant ending of the connection of the out-going pupils with the school. They consisted of essays and musical offerings by the pupils; presentation of books supplied by the Andrews fund, by Rev. E. C. Bolles of this city; an address by the mayor,

and remarks by members of the Committee, and by John W. Perkins, Esq., a former teacher. The class numbered thirty-three,—twelve boys and twenty-one girls. Of these, twenty-seven—nine boys and eighteen girls, completed a four years' course; and six—three boys and three girls, a three years' course of study. They were granted Diplomas in accordance with these facts, and subsequently, two boys and one girl, who had entered upon another year, but were obliged to sever their connection with the school, were also granted Diplomas of a three years' course.

Of the graduates in the four years' course, three have entered Harvard College, one is attending the Medical School, and one girl has entered the Boston University. One graduate of three years' course entered the Institute of Technology.

In this connection a word with reference to the last named institution may not be without benefit. Pupils designing to attend it have, at various times, withdrawn themselves from the High School, apparently under the impression that adequate or proper preparation for its course could not be secured. The powers and privileges of the school are ample in this direction, and any boy entering the High School with the intention of some time entering the Institute of Technology, or who may afterward, form such intentions, can, by conferring with the Master of the School, be so guided and instructed in the regular operations of the school as to be properly prepared to take up the full or any partial course there pursued.

It is probable that the present Senior Class will introduce a large number to college life, as seven of its members, all but one of whom are residents of the city, intend to enter college, and one girl will go to Boston University. There are at present in attendance upon the school nine pupils, eight boys and one girl, who are non-residents and who pay the tuition fee prescribed by the Regulations. The books of reference heretofore in use, together with others of the same character, furnished by the Committee of Supplies of the Board, and about one hundred and twenty volumes of a miscellaneous nature, purchased with money from the Browne Fund, with the permission of the Board, have been catalogued and made to form the nucleus of a Library which, it is hoped, other appropriations from the same source will serve to enlarge.

There are at this time four hundred and eighty-four volumes. The use of these books by the pupils has been more general, even, than was hoped for. For the purpose of special and accurate information on subjects directly connected with their studies, for an enlargement of their knowledge of the best books and authors, and for the formation of a taste and love for *good* reading, which shall extend and influence them beyond the term of their school life, these books will be of service.

There are now in the school one hundred and seventy-eight pupils,—ninety-two boys and eighty-six girls, classified as follows, viz.:—

,								
Junior Class,		۰			Boys,	45,	Girls,	36
Ex-Junior Class,					66	23,	66	23
Sub-Senior,	.0				66	15,	66	15
Senior,					"	9,	66	12
						92		86

The discipline of the school is apparently good. The teachers are earnest in purpose and harmonious in action, and we believe that so far as it depends upon them the work of the school goes successfully forward. There is something

more, however; than the attention and labor of the teachers needed to secure to the pupils the best results of this institution. We think no one will deny that the transition from Grammar School to High School studies involves a greater change than is experienced anywhere else in school life. Up to the time of leaving the Grammar School, the progress, although extended, is along lines of direct connection, and any misapprehension of present terms of study may be corrected by reference to former studies of a kindred nature; but in entering upon High School work some departure from established and more or less well understood formulas is almost certain.

It is true if the English course only is undertaken, such departure will be slight; but so few of the scholars confine themselves to a purely English course, that what we have said may be held to be of general application. In passing from Arithmetic to the study of Algebra, new terms are introduced and new methods of statement employed. In the introduction to another language a close attention to details and a nice discrimination is required. These, with other things, present difficulties which can be felt more easily than defined, and render the Junior year a period of trial to both teacher and pupil.

A recognition and comprehension of these things by those having children in the school, would, we think, result in a clearer view of the work begun and of the necessity of regarding it for the time of its continuance as the important and controlling influence of the life of the pupil.

The intensity and fullness of our modern life with its opportunities for change, both of locality and habit, bears with peculiar directness upon young people of the age of High School pupils. They are attracted by the variety and influenced by the movement of the life around them, and

are in too many cases less mindful of school duties than of things in the attention to which vitality is drained, and interest in regular study lost. These conditions are beyond the control of teachers, and if any correction is made, it must begin, like charity, at home.

JAMÉS DONALDSON, CHAS. W. RICHARDSON, EDWARD S. ATWOOD.

### REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 19, 1883.

The Grammar School Committee submit the following as their annual report, in accordance with the rules of the School Board, and the General Statutes of the state, requiring the School Committee of each city and town to report, each year, the condition of the schools under their charge.

The work of the schools during the year, does not differ materially from former years, and the committee bear willing testimony that the progress made, will compare favorably with any preceding year.

The whole number of pupils enrolled in the Grammar schools is 1360, an increase of 21, since last year. Number daily belonging 1194, a decrease of six, while the average daily attendance is 1100—a gain of 2 from last year. Ninety-eight received diplomas of graduation, five less than last year. Seventy-three were admitted to the High school. The number of promotions and graduations from the Primary school last September was 400.

The corps of teachers remains the same in all the schools, with the exception of the Bowditch, where Miss Susan T. Sanborn, after an absence of many months by reason of ill health, has assumed her duties in the school.

At the beginning of the term in September, the Phillips Grammar school commenced its sessions in the new Phillips school-house on Washington square, and at the same time the district limits for the Bowditch and Pickering schools were so changed as to secure greater convenience and better accommodations to the pupils residing in those districts.

There has been no change of text books and but one recommended by the committee. Upon the representation of the principals, that the Franklin Reader failed to meet the requirements of the school, and upon their earnest solicitation that a change be recommended, the matter received the serious consideration of the committee, and after consultation with the teachers, and examination of such readers as were brought to their notice, they unanimously recommended the Lippincott series, and by vote of the Board they were added to the list of text books. A subsequent request of the committee, that they be authorized to use them in the Grammar schools in place of the Franklin, received a majority of the votes of the members present, but not a majority of all the members of the Board. The book is in use in several of the schools both Grammar and Primary, by virtue of authority given sub-committees by Chap. 6, Sec. 7, of the rules of the School board, and already it is evident a new interest has been awakened in this important branch of school instruction.

Book-keeping, by vote of the Board, was authorized as a study in the highest grade of the Grammar schools, and the selection of a text book was referred to this committee. The subject is still under consideration, the committee being of the opinion that ample time should be taken for the examination of the books placed in their hands, to the end that the best may be selected. The end of the year prevents any further action by this committee, and the

matter is commended to the Grammar school committee of the new Board.

As a step in the right direction, the committee note the action of the Board requesting permission of the City Government to furnish text-books to the pupils of our schools, at the expense of the city, and it is hoped that the incoming City Government will meet the wishes of the Board in this respect.

The most important action taken by the Board during the year now closing, as affecting the Grammar schools, and, in some respect, all the schools of the city, is the authorization of semi-annual promotions from the Primary to the Grammar schools, by virtue of a forced construction of Sec. 4, Chap. 2, School Regulations.

It cannot have escaped the recollection of the Board, or of the citizens generally, that an attempt to enforce this rendering of the rule last March, resulted, as was inevitable from the start, in a complete failure. |The attempt to promote from the lower grade semi-annually, while all other promotions are made annually, can, if enforced, only result in throwing our whole system of graded schools into confusion, or else entailing a large additional expense to the already excessive expenditures for our public schools.

The committee are confident that it becomes a matter of serious import to both parents and pupils, when the claim is made that pupils entering the Grammar from the Primaries in March, are fitted to take rank and maintain their standing in a class already six months advanced in Grammar school instruction, and for this reason, and for the purpose of awakening public attention to this subject, they add to what has already been said, and make a part of this report, the able paper bearing on this subject by Dr. Fessenden, read at the November meeting of the Board.

While the committee can generally commend the work of the schools under their charge, and note satisfactory results, the large increase of cases of truancy and corporal punishment has caused much anxiety. We have reported in the Bowditch school 130 half days of truancy against 118 the previous year, an increase of 12. Phillips 151 against 65 last year, increase 86. Saltonstall 11 against 43 last year, decrease 32. Pickering 5 against 9 last year, a decrease of 4. A total of 297 against 235 last year, an increase of 62 half days, or about 26 per cent.

"What shall be done with the truant," has been often discussed at meetings of the Board, but, as yet, no measure tending to the desired result has received its sanction. This committee has no recommendation to make in the premises; it may be that the Board of *itself* is powerless to act in the matter; but surely, whatever powers the Board may possess, and all means at their command, should be employed to mitigate this great and growing evil.

Of corporal punishment we find the record as follows, viz.: Bentley 1, last year none, increase 1. Bowditch 153, against 95 last year, increase 58. Phillips 97, last year 75, increase 22. Pickering 39, last year 7, increase 32. Saltonstall 39, against 63 last year, a decrease of 24. A total of 329, against 240 last year, an increase of 89, or 37 per cent.

It may be that the increase in truancy accounts in part for the large increase of cases of corporal punishment; if so, then we submit that harsh measures have no reclaiming power, and inflicted on the habitual truant are barren of results, and wholly useless. Reposing in the belief that the time was not far distant when the use of the rod would be known no more forever in our schools, the committee are astounded at the record. They cannot believe that the

principals of our Grammar school, teachers of long experience, of cool judgment, with an intimate personal knowledge of the many different dispositions of the pupils under their care, are responsible for it. We must look for an explanation in another direction; yet we feel it our duty to utter a word of caution, and while there is not that unanimity of sentiment as to the expediency of abolishing corporal punishment in our schools, we are as one in earnestly calling the attention of teachers to Sec. 1, Chap. 7, School Regulations, which forbids corporal punishment, except in extreme cases.

Upon the request of the chairman, that members of the committee report more definitely the condition of their respective schools, with such suggestions as will tend, more fully, to advance their good and welfare, responses were received from Dr. Fessenden of the Bowditch, Dr. Hines of the Phillips, and Mr. Russell of the Bentley, and are appended to this report.

The committee take this occasion to express their regret that with the close of the year, the Board loses three of its most efficient members, two of whom, Messrs. Faxon and Russell, have been faithful members of this committee. In their retirement they have the best wishes of all their co-laborers.

For the Committee, EDW. E. DALTON, Chairman.

#### BENTLEY GRAMMAR SCHOOL.

The undersigned, committee of the Bentley Grammar school, respectfully submits the following report:

The number of pupils the present term is 180, occupying four rooms; the first and second classes being taught in room No. 1.

The school the past year has maintained its high standing, and I do not know that anything I can recommend would increase its efficiency. Less than twenty per cent. of those who enter this school reach the first class and graduate. They begin to fall out at the end of their second year, and from that time the constantly decreasing number is marked. This is caused, in a great measure, by family calls for pecuniary and other assistance, and not, I think, from any desire on the part of the pupil to end her school So far as I have been able to learn, this is true of all Grammar schools, and while the fact is to be regretted, it is no cause for censure, but shows how important it is that in these lower classes such studies have prominence as may be of lasting benefit to the scholars. The Board, by recent action, expressed its purpose to promote twice each year from the Primaries, and I have no doubt but that a proposition to modify somewhat the course of instruction to meet this new departure would meet with favor. More time is needed for the study of arithmetic and language, and to gain this time is a problem that a committee of this Board should at once attempt to solve.

I believe that from arithmetic we can eliminate the study of complex fractions, compound interest, partial payments, problems in interest, equation of payments and exchange, and with these out we shall have enough left for all practical purposes. Pupils cannot be too thoroughly instructed in the processes used in the every day want of life, and to this end we should be willing to sacrifice some things laid down in the manual. I trust that the incoming Board will take action in this matter and modify also the requirements in geography and history.

In the lower classes frequent absence from the sessions of the school is an evil that we should attempt to correct. No scholar can be absent from a single recitation without losing something, and I think that parents are much to blame for the readiness with which permission for such absence is given, nor can the committee escape censure for their share of the transaction; holidays come all too often. Finally, the promptness of the secretary in gathering and compiling the statistics of the past year, has saved me the trouble of doing anything more than calling your attention to them for the knowledge you may desire in this respect.

Respectfully submitted,

GEO. RUSSELL,

Sub-Committee.

#### BOWDITCH GRAMMAR SCHOOL.

The Sub-Committee of the Bowditch Grammar school would respectfully present the following report for the past year:—

No radical changes, either in the methods of study or the books used therein, have been made in the Bowditch school. At the beginning of the fall term, it was found necessary that another room should be opened for the lower class, owing to the increase in the number of scholars. The room, until that time, occupied by a "colony" of primary school children, on the lower floor, was vacated, and Miss Susan T. Sanborn, who had been on leave of absence during the greater part of the preceding year, owing to sickness, was reinstated and placed in charge of a division of the same class which she had formerly taught.

The progress made during the year has been commendable, and in all cases, faithful work has been accomplished by the teachers of the different classes. If parents could be made to see the desirability of occasional visits on their part, we cannot doubt but that it would be of incalculable advantage to the schools. It stimulates pride in the scholar, when he or she perceives that their parents are enough interested in the work to spare an hour, now and then, to encourage them in their tasks by their presence. Former experience in this direction when your committee made special exertions in this matter and was enabled to procare frequent visitations by parents, has satisfactorily demonstrated, that its good influence is widely extended. The parent little knows the pride a son or daughter takes in reciting a lesson well, or the shame they feel in a faulty recitation, in the presence of a parent. They feel not half the chagrin at a failure before a casual visitor or the committee even, that they do before a father or mother. have noticed that those parents who find the most fault are the ones who are the least frequently seen in the schoolroom. Come in, unannounced—unexpected, and we feel sure that your first visit will not be the last.

Particular endeavors have been made to have the scholars do thorough work as far as they go and as they go. There is a feeling with many that scholars should be rapidly advanced in the Grammar school, from which many, in fact the larger proportion, graduate, and leave it for the active duties of life. We deprecate the idea strongly, that advancement should be made at the expense of thorough training. The boy who leaves the Grammar school at the end of its course, without being well and thoroughly grounded in the studies of its curriculum, will regret it to the end of his life, if he is ambitious and desirous of mak-

ing his mark in the world. With too many, the faculty which a child may have to earn money in early life, is thought more importance than his faculty of becoming, by education, well trained and equal to all the duties of life. Better is it that a scholar advance slowly, if thoroughly, or even go back to the beginning, than blindly to go forward, plunging deeper and deeper into misunderstanding, or not understanding at all, until he becomes ashamed to retrace his steps at a point of further advancement.

In the matter of declamation, it would be well, if by concerted arrangement between the different committees, speaking before the whole school should be made more prominent, and such attention be paid to this department, that a scholar, even when he leaves the Grammar school, may have become so much accustomed to the sound of his own voice, before the full school, that he shall have lost all embarrassment. We deem this one of the most important branches in a child's education, and every public meeting affords instances of what "might have been" had confidence been acquired in early life.

With more attention given to this branch, we should find less difficulty in hearing recitations in school, where scholars so frequently hardly speak above a whisper, and as in the case of the broken prattle of the infant just learning to talk, nobody understands but the one whose daily talk is with it.

The number of truants, (there having been 130 half days of truancy during the year, out of an enrollment of 475,) have included several stubborn cases, and have been a source of great uneasiness both to teachers and committee. It is lamentable to see how a little leaven of that kind, permeates and influences the whole body. Cases are found, without difficulty, of boys who are truants for the first time, simply

from the solicitation of an habitual transgressor in that direction. Corporal punishment seems to be of little avail in checking the career of the confirmed truant. Now and then an unusual case occurs, when it seems that some modification of the state law might be of advantage, so that the School Board might be entrusted with some discretionary powers. As in a case occurring in the Bowditch school during the past year, where a boy persistently played truant for the purpose of going to woek, and did actually earn fifty cents, by a day's labor, while playing the truant.

To send such a boy to a public school is worse than useless, and his case points directly to the need of a reformatory institution, where work and study may be combined. Could a truant school be established, agreeably to the statutes of the state, which requires the County Commissioners on the application of *three* or more towns or cities, within the county, to establish and maintain such a school, it would be a step in the right direction, in our judgment, and should receive the early attention of our city.

Respectfully submitted,

J. P. FESSENDEN, Sub-Committee.

#### PHILLIPS GRAMMAR SCHOOL.

The Sub-Committee of the Phillips school would congratulate the Board that the school is now well established in the new edifice, erected on the same site as the old building, and that once again all its classes are gathered under one roof—which latter fact cannot but be of benefit to both pupils and teachers.

The arrangement of the rooms, the lighting, heating and ventilating the same, necessities which are so essential to the good conduct and health of a school, seem to have been well considered, and as far as your committee has been able to ascertain, may be regarded as successful.

This is, however, more than can be said of the sanitary arrangements. The accommodations for the pupils—there being three hundred scholars in the building—are altogether inadequate, and your committee would suggest that measures be taken to remedy what is certainly a great evil, by providing an additional number of closets.

There has been no change in the corps of teachers since the last report. The belonging and the average attendance has increased during the past year, and in all respects the school has maintained the standing it has enjoyed during former years.

There is one matter to which your committee would earnestly direct the attention of the full Board,—truancy. An increase is apparent in the Phillips as well as in other schools. An evil which is so detrimental and demoralizing to a class—and growing at the rate it is—should receive such immediate and practical attention as would reduce the number of cases to the lowest possible figure.

At present one of the rooms in the building is occupied by a colony from the Lynde school, thus bringing into contact Grammar and Primary scholars, necessitating recesses at different hours, and being altogether an arrangement for many reasons to be deprecated.

Should there be any considerable number of scholars promoted semi-annually from the Primary schools, it will necessitate the withdrawal of this colony, as the room now occupied by it would be needed to accommodate the influx of pupils in the spring, the rooms now in use by the first classes already being well filled.

### REPORT ON SEMI-ANNUAL EXAMINATIONS.

A majority of the committee to which was referred the order relating to an amendment of the regulations, providing for a semi-annual examination in the primary schools, for advancement to the grammar, would respectfully submit the following report:

Believing as they do, that no considerable number of scholars, on an average, can complete a course of study in six months, which is supposed and intended to occupy twelve months time, such an examination, if carried out and the pupils promoted, cannot be otherwise than detrimental to the best interests of those directly concerned therein, and of those in the classes to which it is proposed to promote them.

The semi-annual examination of last year, by which so large a number of scholars were promoted, demonstrated this fact, for the reason that the primary school teachers, almost without an exception gave, as their opinion, that quite a number who passed the required examination, were not yet fitted to pass up. Such also was the opinion of some members of the committee, as expressed here in the Board. If they were deemed incompetent to take their places in a class in advance, just commencing in its yearly curriculum, how much more incompetent must they have been to enter a class, six months in advance of their examinations and twelve months in advance of their standing in

the class from which they came. In our lower schools, particularly, it must be evident to every one, that thoroughness, or in other words, complete and familiar knowledge of the branches taught therein, is indispensably necessary for the proper advancement of the pupil. If it is true, that so large a number of pupils are fitted at the end of a six months course in the curriculum of a year and prepared to enter a class twelve months in advance of them, one of two things is true: either there is an unusual precocity existing among our scholars, or the course of study in the primary school needs revision. We do not believe that the regulation was intended by those who devised it, to provide for a general examination for advancement, but for a few scholars who had made extra endeavors for particular reasons. study outside of the regular course could prepare pupils for promotion, and it is not to be supposed that teachers in the primaries have time to attend to this, more especially to give instruction in the studies of the first six months of the grammar schools. One thing is certain—they should not have the time.

Furthermore, the Grammar school committee would not feel authorized to put scholars advanced from the primaries, under the circumstances, into a class already twelve months in advance, believing it would be easting too much of a burden upon the teachers, in that they would have to bring the incoming pupils up to the standard already reached by the Grammar school class, and it would thus directly interfere with the attention necessary to be bestowed upon this class.

In this contingency, should this examination be conducted semi-annually, with results similar to the last, a new class would have to be formed, necessitating the provision of rooms outside of the present Grammar school buildings,

in some cases and the employment of extra teachers for the same. It is extremely doubtful if the City Government would consent to this, and we do not believe that the advantage to be derived from such promotions, (and, in fact, we believe that these promotions have nothing healthy about them), would warrant any such expenditure of money. Six months wholesale promotion in one class, must be responded to by like promotion through all the grades, even to the High school, unless a new class is formed. It is believed that considerate parents, who have the best interests of their children at heart, and look more to how well they learn, rather than how fast, would not desire their children to omit any part of the course, in their progress through the schools, which they must do, should they join a class already six months in advance of them. We question very much, if any member of this Board, would give consent to his own child, at so early a period in its educational career, being allowed to omit the studies of six months. In closing, your committee would say, that they believe no provision for examinations is necessary, other than at the close of the school year, as any scholar may pass from time to time, from one class to another, if found fitted to do so. committee recommend the passage of the order.

Respectfully submitted,

JOS. P. FESSENDEN, Committee.

## REPORT OF PRIMARY SCHOOL COMMITTEE.

In School Committee, Salem, Dec. 17, 1883.

In accordance with the rules of this Board, the Primary School Committee now present their annual report.

During the past year there have been no particular changes to mention in the details of the management of the Primary Schools. The average attendance has been about the same as that of former years.

We find that the greater latitude now allowed the teachers, in their methods of teaching, has had a very beneficial effect, as the division of the rooms into two classes or sections, has enabled the backward or dull scholars to receive more particular attention than when all were in one division. We find that by this arrangement, many pupils are prepared for promotion at the middle of the year; while others, say those who enter the first class in September, are ready for promotion at the end of the year.

In order to give this matter of semi-annual promotions a trial (which had been omitted for several years), an examination of the first classes in all of the Primary schools was held at the end of the half year in March last, the average was fixed at eighty-eight per cent., which was thought to be a high figure, but to our surprise, a much larger number of

children obtained this result than we had expected. The Grammar schools were not then prepared to receive such a large accession to their numbers, and the result was, that most of the Primary school children were obliged to remain in their respective schools until the end of the school year; in a few cases, room was found in some of the Grammar schools for a portion of them. We hope that a solution of this question will be found in the ensuing year, for we consider that this subject of semi-annual promotions from the Primary to the Grammar schools, is one of great importance.

In our opinion, the Primary school, as its title indicates, is merely one to take the young child and teach it by easy steps so that at the age of nine or ten years it will be prepared for entry to the Grammar school, where, from that age to—say fifteen, it receives all the education it is likely to get. Many children leave the Grammar schools at an early age, compelled to go into the mills, and to other occupations to help out the family living. In fact, some of them evince such a precocity in knowledge of the ways of the out-door world that school seems to be no place for them. There, of course, are exceptions, for a large number of our pupils are faithful in attendance and study, and are a credit to the schools.

As the numbers graduating from the Grammar to the High school is small, compared with the number who enter them, it seems to us that an arrangement might be made for semi-annual promotions in them from class to class, thus preparing for the influx from the Primaries; and, finally, if the pupils who reach the highest class, and at the time for entry to the High school, do not wish to avail themselves of that privilege, they may remain and receive instruction awhile longer, thus expending their spare time where it is worth the most to them.

These suggestions are offered with the best intentions for the advancement of the children under our charge, and we trust they will be received and acted upon in a like spirit.

Regarding examinations, your Committee do not feel quite satisfied with a percentage test; we find that it is not an infallible guide, and we would put more confidence in the judgment of the teachers, in relation to a pupil's capacity, habits, and application, than in a percentage.

This may, perhaps, work well in seminaries and colleges, where the pupils are of adult age, but for primary children it is a delusion.

In our Primary schools, we find from experience that the girls are generally more forward than the boys; we can only account for this by the supposition that the girls have more home training than many of the boys do.

Of the studies pursued, reading and the use of good language is the most difficult, and one reason for this is, the great amount of slang used now by boys in their street talk. It is painful to hear some of them read; it seems as if they were using a language with which they were comparatively unacquainted, and it is little wonder that teachers and committees are almost discouraged at it.

In spelling and geography they do better, and in arithmetic many show excellent progress. Upon the whole, our Primary schools are doing a little better than formerly; our teachers are earnest in the performance of their duties, and certainly the care they take of the young children in the winter season, and the endeavors they use to provide clothing and shoes for the needy, are deserving of notice.

It is hoped that a place for the colony of the Lincoln school, now in Hamilton hall building, in a dark and ill-ventilated room, will soon be found.

Since our last report, the Lynde School has removed

from the rooms on Brown street, temporarily occupied, to the Herbert school-house, a pleasant and convenient building.

School accommodations will soon be required for thatgrowing portion of the city near Tremont street, and we would suggest the removal of the Dunlap street schoolhouse (if practicable), to that neighborhood.

For the Committee,

N. H. MILLETT, Chairman.

# REPORT ON NAUMKEAG SCHOOL.

In School Committee, Salem, Dec. 17, 1883.

In submitting the fifteenth annual report of this school, the committee has little to add to what was said last year.

The school still continues to have an uncertain and irregular attendance. Too many pupils for comfort in the one room occupied and not enough to obtain for it that recognition which a larger number would command. The number enrolled at the present time is greater than that enrolled at the same time last year, and the average attendance is also greater, showing a steady growth of the school. In November, your committee found it necessary to relieve the room at once. There were eighty-seven children present on one afternoon, a number beyond all reason in one room. were therefore sent into the rooms of the Browne School, the teachers and sub-committee on that school kindly consenting to receive them at an irregular time. They have done the best they could with children not fitted for any particular class in a graded school The attendance is still too large at times for the accommodation of one room. Since the promotion seventy-three have been present at one time.

In looking over previous reports on this school, we find that the committee has called, year after year, for more room, and called in vain. Sooner or later the city must have a school building for this school. The room now occupied will be needed by the Browne School in a few years. We need a building of about four rooms to be used by the ungraded school. There are pupils in the graded school who ought not to be there. They are a drag on teachers and companions. If we had rooms we might weed them out and class them together. The same building could also be used by the evening school.

One other thing—the parents of these children are very poor. It is with difficulty that some of them obtain food and clothes. They try to get a book and a slate, but cannot always do it. We frequently have to go through with the elaborate process prescribed by the rules for supplying books to indigent pupils, merely to get a six-cent slate. It requires several days' time, and, frequently, considerable difficulty is experienced in making the parent understand what is wanted. The children receive these books as their own. They attend school a few months and leave to work in the mill. Then they return to us; the books have been lost or destroyed, and we again supply them, and so continue year after year. If the school committee could be entrusted with the discretionary power of furnishing books free to pupils, it could supply this school with books and slates for one-third the present cost, because we could use them year after year. More work could be accomplished, also; teachers are now delayed in their work for want of sufficient books and slates for all pupils. It does seem as if a thing which economy demands, and the good of the school likewise, ought not much longer to be denied to as.

The attention of employers is called to the law governing

乖

the employment of children. Many children have been, through carelessness, allowed to work on unsigned certificates of attendance. These certificates, even when signed, are not permits to work. The children must take them to the secretary and get a regular permit. We ask for the watchful co-operation of employers and their overseers. They are usually careful, but some of the children will find ways to deceive them and evade the law.

There is no more important work done in our city than in this Naumkeag School. None that demands more wearying labor on the part of the teachers. We commend the school, its faithful teachers, and its pupils, poor and needy, and often hard-worked, to the kindest consideration of the city and the committee.

For the committee,

WINFIELD S. NEVINS, Chairman.

### REPORT OF COMMITTEE ON EVENING SCHOOLS.

In School Committee, Salem, Dec. 17, 1883.

The Committee on Evening Schools respectfully submit the following report:

The evening school for boys, for the term commencing the first Monday in November, 1882, was dispensed with by vote of this Board.

That for girls, was opened on the above date, under charge of Miss Caroline N. Tarr, with Miss Fanny McMurphy as assistant. The school was held in the hall in Essex Block, St. Peter street.

It opened with an attendance of about thirty pupils, but after a few weeks the number gradually diminished, until, at the end of the term, March 1st, the attendance had dwindled down to half a dozen.

At the present term, after much delay in procuring accommodations for the schools, rooms were furnished for the girls' school in the High school building. The school was opened on Monday, Dec. 3, and has had an average attendance of twenty-four per evening.

The Committee have appointed Miss Mary E. Rowley as principal, and Miss Grace Tuttle, assistant, and also Mrs. Scher to teach the Swedish scholars, of whom there are six already entered, with prospects of more. We have

forty-three names registered in all, but the attendance is irregular, ranging from eighteen to thirty-three.

For the boys' school, accommodations have been found at the Town Hall, which has been furnished with desks and chairs.

About one hundred and seventy tickets for entrance have been issued, but it is presumed that not near that number will attend, or if they do, it will not be for any length of time. The Committee have appointed Mr. Eugene S. McCarty as principal, with four assistants.

This school has opened this evening with an attendance of one hundred and five scholars.

For the Evening School Committee,

N. H. MILLETT, Chairman.

### REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, Dec. 17, 1883.

Up to the close of the last school year the study of Music in the schools was continued under the direction of Prof. O. B. Brown, in the manner detailed in former reports. The Musical Festival was held this year at Mechanic hall, and was largely attended by an interested public. The Board having failed to re-elect Prof. Brown to the position, which to the satisfaction of the Music Committee, he has held since Jan. 1, 1880, the attention to musical studies was less regular and sustained for a period, after the reassembling of the scholars in September.

The choice of of Mr. H. O. Upton of this city, as Music Teacher, and the fact that in his office he gives a full week's time to Musical Supervision, leads us to hope for advancement in the future.

While working substantially upon the plan of the former teacher, Mr. Upton departs somewhat in detail from methods of his predecessor. The old problem of how to secure and hold the interest of boys in this study is still, in this city, practically unsolved.

The new teacher is hopeful in relation to this matter, and thinks that by careful attention in the schools where the boys are very young, by teaching them to understand and

### 40 REPORT OF THE COMMITTEE ON MUSIC.

read musical signs on the same general principles that are applied to the teaching of script or text, and thereby securing an intelligent and therefore encouraging study of music, this chronic discouragement will be less formidable in the future.

JAMES DONALDSON, J. P. FESSENDEN, E. S. ATWOOD.

### REPORT OF COMMITTEE ON DRAWING.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 17, 1883.

The Evening Drawing School for Freehand and Mechanical drawing, opened Jan. 15th, with an attendance of sixty (60) pupils. This number rapidly increased to one hundred and forty-eight (148), and it was found necessary to increase the number of seats and drawing boards for their accommodation.

This attendance continued through the months of January, February and March, the school closing April 30th, with sixty-eight (68) scholars.

The average attendance for the three and one-half months per evening, being one hundred and twelve (112).

The greatest number of pupils came from the Public Grammar schools of the city. A few scholars from the State Normal school, and several teachers from the public schools, and some citizens.

In so large an assemblage, a great variety of talent and energy was to be found; but after a short trial, and by a keen observation of the teachers, for the kind of work each one was best adapted to perform, a system was soon organized, and work fairly begun.

A very general and marked interest prevailed in all

departments, and continued throughout the term, a majority of those first in attendance remaining until the close of the school.

The committee feel that the supervision of the school in all departments has been well directed, and thorough in struction given by its efficient teachers, Messrs. White, Dennis and Macpherson.

E. J. FAXON,
GEO. F. ROPES,
J. FRANK DALTON,

Committee.

# REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 17, 1883.

Heretofore it has not been thought desirable that this committee should make a yearly statement; but there has been such a change made this year in the method of conducting the examinations, that it was thought advisable to submit a brief report.

Although it is supposed that the committee on examinations is appointed for the purpose of examining applicants for a position on the accepted list of candidates, yet for some time, at least, there has been no regular examination. Applicants who were graduates from the Salem High or Normal Schools, and were supplied with a certificate from their former teachers, were generally accepted, if they were residents of Salem, although such certificates were sometimes of the most formal character. Owing to this easy way of accepting names, the list threatened to swell beyond all reasonable limits.

For this and the further reason that the qualifications of some of the candidates were believed to be not of a high order, it was determined to make the experiment of regular examinations conducted by a competent board. On a little reflection it will seem clear that this Committee ought not to be the examining board. The amount of time it would take would alone be a strong reason against it.

Accordingly, the plan has been adopted of selecting teachers from the schools to carry on the examinations and report to this committee, which then is to have the same power of acting as before, the board of teachers being simply auxiliary.

How successful this will be, time will determine, but almost any system is better than the old one.

And there seems to be no reason to expect anything but success from the general plan; although there will probably be modifications, from time to time, as to details, as experience shall dictate.

There are now on the approved list, forty-four names of persons, most of whom reside in Salem Of these, six have been added this year and five of the six were from the only examination thus far under the new system, that of last June.

That examination was under the charge of the following teachers:—Messrs. Goodrich of the High School, Smith of the Bowditch School, and Stone of the Saltonstall School, who consented to act as the examining board. The names which they reported favorably upon were accepted by this committee. The examinations are to be held in June and December, and, looking at the very small number of applicants since the last examination, it would seem that this is sufficiently often; but, if experience shows that more frequent examinations are advisable, there will be no difficulty in arranging for them.

For the Committee,

CHAS. W. RICHARDSON, Chairman.

# REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

In School Committee, Salem, Dec. 17, 1883.

The Committee on printing and supplies herewith submits its first annual report. This committee was created in the spring of 1881. No report was submitted last year as the work was new and had not been fully defined and systematized. On taking charge of this department of school work we learned that most of it had been done by the superinten-We found numerous blanks for orders and vouchers. but no record of goods purchased or distributed could be found. Goods had been delivered without any system and without any account of the same being kept. Teachers or janitors came to the office, asked for various articles and received them if on hand. If not, the superintendent, or the first committee-man who could be found, ordered them to be furnished. After a year and a half's trial of this way of doing business, the committee unanimously decided to adopt another.

At the beginning of the present year, notice was given that teachers and janitors must submit written applications for supplies, these to be examined at a meeting of the committee. For this purpose regular meetings have been held on the first and third Mondays of each month and special meetings at other times when necessary. At these meetings the requisitions are carefully examined and such

articles as are deemed proper allowed. The papers are then filed away for future reference. In this way we have a complete record of all supplies furnished to each school, and can readily tell who, if any, are using them to excess. The committee in no sense questioned the good intentions of teachers or janitors, but with more than one hundred of them calling for numberless articles, from a pin to a wallmap, we deemed it unbusiness-like, at least, to grant these requests without an examination, and equally so, not to keep a record of them when granted. When we tell you that some schools call upon us for double the articles for which another school as large asks, the necessity for some such check will be apparent. Many of these requests are for things which it is not within the province of this committee to supply. It is our belief that many things are used in the schools which cost much money and do little or no good. These abuses, if one may call them such, came into existence previous to the creation of the committee on supplies. As showing the almost boundless extent of the supplies which this committee furnishes we enumerate a few: almost a half ton of paper-including note, examination and brown "practice" paper, chromos, blank books for records, lead and slate pencils, pens, chalk crayons, erasers, brooms, brushes, dusters, pails, bells and thermometers.

Another evil of the old system was that no one could tell when the calls might exceed the supply on hand. Under the present system, if any articles are wanted when the applications are examined arrangements are made there and then for the purchase of them. Supplies are purchased only on a recorded vote of the committee and usually in quantities. In most cases contracts are made where it can be done most advantageously, always giving preference, to some extent, to our local dealers. Out of an expenditure of

something over twelve hundred dollars less than one hundred has gone out of town. Of that amount, a good portion was for articles which could not be purchased in Salem.

The system, it will be seen, is a simple one. The principals send to the city hall, on or before the days of meeting of the committee, lists of articles wanted. These lists are passed upon. The supplies allowed are done up in bundles and are ready for delivery by noon of the following day.

The expenses of this department during the fiscal year ending Nov. 30, 1883, amounted to \$1266.53. amount is included the cost of a new steel-plate for printing the high school diplomas, (\$125), which is not likely to occur again for many years. This plate was necessitated by the change in the high school whereby there are two elasses of graduates instead of one as heretofore. It was so engraved that it can be used for graduates of both departments. Should the courses be changed again, this plate can be used. The expenses of the department in 1882 were \$1432.98; in 1881, \$1820.56; in 1880, above two thousand dollars. We have on hand twenty-two reams of paper, 260 dozen slate pencils, 48 dozen lead pencils, 14 boxes of crayons, 3000 envelopes, a supply of note paper and small blocks; the census and ward books for 1884, 22 teacher's record books, a supply of credit cards, and small quantities of other supplies of various kinds.

We desire to call attention to the destruction or loss of much of the school property remaining in the houses during vacation. It was through no fault of the school board or any of its employees. The janitors could do no more than to lock the school house doors.

When the schools were reopened in September, brooms, brushes, pails, dusters and like articles had disappeared. Shelves, brackets and maps had been taken down and not replaced. In some instances they could not be found. We

do not know what became of them. It cost, at least, \$100 to make good the loss.

The committee on supplies has no control of the school property after it leaves the office—nor has any committee. Would it not be well to place it in charge of some standing or special committee, at least during vacation? It is certainly entitled to some protection.

One word as regards printing. The name of this committee would indicate that one of its duties was to do all the printing required by or for the board, or any of its committees. We do not. Many of the sub-committees have printing done of their own accord, while by the rules, it is made the business of the executive committee to contract for the printing of the annual report. We do not ask for this work, but only suggest whether it would not be well for all the printing to be done by some one committee.

The committee has held thirty-two meetings during the year.

Before closing this report we desire to add a word in commendation of the secretary, who, as clerk of this committee, has rendered valuable assistance.

For the Committee,

WINFIELD S. NEVINS, Chairman.

### APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1879.	1880.	1881.	1882.	1883.
Whole number of such,	4673	4862	4900	4870	4913
Number of same, at school,	4050	4180	4285	4274	4387
Number of same, not there,	623	682	615	596	526

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrollment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

•	1879.	1880.*	1881.	1882.	1883.
Number of such, over 15 years old,	305	389	460	484	545
Number of all ages, at school,	4355	4569	4745	4758	4932
Of whom there were in private schools,	1040	1210	1281	1264	1340
Number, of all ages, in public schools,	3315	3359	3464	3494	3592

<sup>\*</sup>The column of 1880 will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for imperfections in the census.

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1883.

No. OF CHILDREN BETWEEN 5 AND 15   No. OF SCHOLARS OVER 15										
Name	ATE	0. OF	TOTAL.	257	128	162	255	406	132	1340
OF CHILDREN BETWEEN 5 AND 15 No. OF SCHOOLARS OLD.  YEARS OLD.  YE	т Риг	SUCE N	GIRLS.	221	95	136	232	317	122	1120
OF CHILDREN BETWEEN 5 AND 15 NO. OF SCHOLARS OLD.  NEARS OLD.  PEARS OLD.  PEA	CE A	WE	BOAS*	38	36	26	23	89	10	220
OF CHILDREN BETWEEN 5 AND 15 NO. OF SCHOLARS OLD.  NEARS OLD.  PEARS OLD.  PEA	ENDAN, ETC.	snoitutitsni		31	:	:	:	:	:	31
OF CHILDREN BETWEEN 5 AND 15 NO. OF SCHOLARS OLD.  NEARS OLD.  PEARS OLD.  PEA	F ATTI HOOLS				:	:	:	20	:	50
OF CHILDREN BETWEEN 5 AND 15 NO. OF SCHOLARS OLD.  NEARS OLD.  PEARS OLD.  PEA	TION O	Rom. Cath. Schools.			49	93	202	303	116	978
OF CHILDREN BETWEEN 5 AND 15 NO. OF SCHOLARS OLD.  NEARS OLD.  IN PRIVATE SCHOOLS, S	SIFICA	12	69	43	41	43	ಸಾ	208		
OF CHILDREN BETWEEN 5 AND 15 No. OF SCHOLARS OVER 15 YEARS OLD.    N	CLAS	Colleges, etc.				26	12	10	11	E
OF CHILDREN BETWEEN 5 AND 15  NEARS OLD.  BLIC SCHOOLS, FEEDING FEED.  BLIC SCHOOLS, FEEDING FEED.  BOY'S.  ETC.  GHELS.  191 28 207 62 36 861 192 11 103 20 22 519 197 15 204 34 27 859 259 83 295 89 77 1277 178 0 108 35 43 649 178 158 986 273 253 4918 1	vees.				865	615	944	1385	734	5458
OF CHILDREN BETWEEN 5 AND 15  NEARS OLD.  BLIC SCHOOLS, FEEDING FEED.  BLIC SCHOOLS, FEEDING FEED.  BOY'S.  ETC.  GHELS.  191 28 207 62 36 861 192 11 103 20 22 519 197 15 204 34 27 859 259 83 295 89 77 1277 178 0 108 35 43 649 178 158 986 273 253 4918 1	ER 15	He .untoT				96	85	108	158	545
OF CHILDREN BETWEEN 5 AND 15  NEARS OLD.  BLIC SCHOOLS, FEEDING FEED.  BLIC SCHOOLS, FEEDING FEED.  BOY'S.  ETC.  GHELS.  191 28 207 62 36 861 192 11 103 20 22 519 197 15 204 34 27 859 259 83 295 89 77 1277 178 0 108 35 43 649 178 158 986 273 253 4918 1	ARS OV OLD.	OLD. IN VATE OOLS, TC.		14	53	ee	58	22	11	134
OF CHILDREN BETWEEN 5 AND 15  NEARS OLD.  BLIC SCHOOLS, FEEDING FEED.  BLIC SCHOOLS, FEEDING FEED.  BOY'S.  ETC.  GHELS.  191 28 207 62 36 861 192 11 103 20 22 519 197 15 204 34 27 859 259 83 295 89 77 1277 178 0 108 35 43 649 178 158 986 273 253 4918 1	HOL	PRI	BOZS.	œ	15	15	00	9	10	62
OF CHILDREN BETWEEN 5 AND 15  NEARS OLD.  BLIC SCHOOLS, TEXDING GHELS.  GHELS.  191 28 207 62 36 861 192 11 103 20 22 519 197 15 204 34 27 859 259 83 295 89 77 1277 178 0 108 35 43 649 178 188 36 273 253 4918 1	OF SC YE	OF SCHOOLS.  GIRLS.  GIRLS.  GIRLS.  GIRLS.		19	43	22	25	38	25	172
NO. OF CHILDREN BETWEEN 5 AND 15  FUBLIC SCHOOLS, CHOOLS, CHOO	NO.	PU	BOYS.	13	36	56	24	42	36	177
NO. OF CHUDREN BETWEEN 5 A  VEARS OLD.  PUBLIC SCHOOLS, TENDING GHELS.  GHELS.  GHELS.  GHELS.  BOV'S.  GHELS.  GHELS.  GHELS.  BOV'S.  GHELS.	XD 15	V I.	тот	861	748	519	829	1277	640	4913
NO. OF CHUDBEN BETWEEN PUBLIC SCHOOLS, TEAMS OLD.  FUBLIC SCHOOLS, TEAC.  GHELS.  GHELS.  GHELS.  GHELS.  GHELS.  HOVE.	EN 5 AN-		eires.	36	48	55	27	2.2	43	253
NO. OF CHILDREN BE YEARS OF CHILDREN BE OF CHILDREN BE OF CHILD SCHOOLS, ETC.,	NOT TENI SCHO		'saoa'	62	33	20	34	83	35	273
NO. OF CHILD PUBLIC STHOOLS. SCH S33 244 21 8 BOVS. E139 11 28 BS2 197 15 BS3 12 84 21 28 BS3 178 0 BS3 178 BS3 178 BS4 158 BS4 178 BS	EARS (	OF CHLDREN BE YEARS O STOOLS, ETC. GIOOLS, ETC. GIOOLS, ETC.		202	69	103	204	202	108	
NO. OF CH.  IN. PUBLIC SOHOLS, 191 1833 244 139 174 259 178 188 189 180 180 180 180 180 180 180 180 180 180	ULDR Y			28	21	11	15	83	0	158
NO.   SCHOOL	оғ сн			191	244	139	197	259	178	
.	NO.	PUJ	BOVS.	337	333	224	382	474	285	2035
Total H. H. H. H. H. H. H. H. H. H. H. H. H.				I.	II.	III.	IV.	>	VI.	

The absence of teachers for the school year, as shown by the monthly reports of the various schools, was, in half days, as follows: High, 92; Bentley Grammar, 1; Bowditch, 47; Phillips, 47; Pickering, 161; Saltonstall, 2; Bentley Primary, 187; Bertram, 21; Browne I, 61; Browne II, 38; Carlton, 15; Endicott, 65; Lincoln, 2; Lynde, 29; Oliver, 2; Pickman, 7; Prescott, 24; Upham, 25; Naumkeag, 1. Total, 827 half days.

Substitutes were employed the following number of half days, viz.: High, 89; Bentley Grammar, 1; Bowditch, 44; Phillips, 37: Pickering, 158; Saltonstall, 2; Bentley Primary, 182; Bertram, 2; Browne I, 50; Browne II, 35; Endicott, 34; Carlton, 9; Lynde, 24; Pickman, 3; Prescott, 21; Upham, 18. Total, 709 half days.

Ages of pupils in September, 1882, when entering the grades severally enumerated:—

				lest		ngest		rage
			Pu	pil.	Puj	pil.	Aş	ge.
			yr.	mo.	yr.	mo.	yr.	mo.
High School, Senie	or Cla	ıss,	21	8	15	7	17	7
Sub-	Senio	r,	18	3	15	1	16	10
Ex-J	unior	,	17	8	13	8	15	10
Juni	or,	,	17	4	12	4	15	
Grammar Schools,	Class	I,	18		11		14	6
	66	II,	16	9	10	11	13	10
	4.0	III,	16	4	10	10	12	9
	46	IV.	16	õ	9	6	12	3
	66	v,	15	4	8	3	11	1
					_			
Primary Schools,	4.6	Ι,	14	6	7	6	9	11
	66	II,	13	10	6		8	10
	66	III,	14	8	5		7	8
	44	IV,	13	3	4	9	6	5

Number of graduations or promotions to higher schools, July, 1883:—

Primary Schools: Bentley, 28; Bertram, 53; Browne I, 27; Browne II, 24; Carlton, 29; Endicott, 26; Lincoln, 48; Lynde, 30; Oliver, 45; Pickman, 22; Prescott, 31; Upham, 40 Total, 403.

Grammar Schools: Bentley, 10; Bowditch, 40; Phillips, 14; Pickering, 15; Saltonstall, 19. Total, 98.

High School, 36.

Account of service of truant officer for the school year 1882-83:—visits to school, 1.634; attendance at court, 46 times; attendance at school exhibitions, four half days—besides visits at mills, etc., reports to Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 3125, as follows:

High School, 1.

Grammar Schools:—Bentley, 11; Bowditch, 684; Phillips, 524; Pickering, 13; Saltonstall, 215. Total. 1447.

Primary Schools:—Bentley, 14; Bertram, 0; Browne I, 200; Browne II, 345; Carlton, 26; Endicott, 292; Lincoln, 31; Oliver, 17; Lynde, 174; Pickman, 449; Prescott, 92; Uphan, 9. Total, 1649.

Naumkeag School, 28,

Cases of truancy discovered, 382, as follows:-

High School, 5.

Grammar Schools:—Bentley, 1; Bowditch, 93; Phillips, 72; Pickering, 7; Saltonstall, 10. Total, 183.

Primary Schools:—Bentley, 5; Bertram, 0; Browne I, 15; Browne II, 37; Carlton, 7; Endicott, 50; Lincoln, 12; Oliver, 10; Lynde, 22; Pickman, 20; Prescott, 11; Upham, 3. Total, 192.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the terms:—

High School, \$50 00 per year; \$25 00 each payment. Grammar Schools, 30 00 " " 15 00 " " " Primary Schools, 20 00 " " 10 00 " "

# STATISTICS FROM SEPTEMBER, 1882, TO JULY, 1883.

න්	'VV	TOT	169	144 384 215 139 218	11,100	128 110 110 110 110 110 110 110 110 110 11	2,928
ANCI		>	T	411 88 88 88	323		
END	BOTH SEXES BY CLASSES.	IV	69	2488828	280	88 23 33 3 25 25 25 25 25 25 25 25 25 25 25 25 25 2	I
AT	CLASSES.	Н	388	£32825 4338338	1208	1 11 1	ī
AILY	OTH CL.	П	32	2238228	164		1
E D	g	I	30	1188411	125	E 2 8 2 8 2 8 2 8 2 8 8 8 8 8 8 8 8 8 8	I
AVERAGE DAILY ATTENDANCE.	·STS	611		441128	424	25 25 25 25 25 25 25 25 25 25 25 25 25 2	I
Á	*S.	вол	T	250 215 75 136	676	1,027 1.027 28 28 28 28 28 28 28 28 28 28 28 28 28	Ī
	'TV	TOT	174	162 422 230 147 233	1,194	160 102 102 1135 1149 1159 1159 1159 1192 1192 1192 1192 119	3,370
ING.					355	111111111111	1
ONG	BOTH SEXES BY CLASSES.	ıv	71	48 65 33 67	306	4444 <u>4</u> 44 <u>8</u> 8288 182 88 1	1
BEI	CLASSES.	Ш	39	53223	223	1 H 13 8 8 8 7 7 8 8 8 8 8 1 H 1 1 1 1 1 1 1 1 1 1 1 1 1	-
AILX	HTC	H	33	30 30 30 30 30 30 30 30 30 30 30 30 30 3	179	1 8 8 2 8 2 8 8 3 8 8 1 8 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1
E D	Ř	н	31	24 8 2 2 2 4 2 5 4 2 5 4 2 5 4 2 5 5 5 5 5 5	131	1 33 3384748 3388 63	1
AVERAGE DAILY BELONGING.	•su	ато		149 149 188 88	467	051 112 123 124 125 126 126 126 126 126 126 126 126 126 126	Ī
V	·s	вох		273 230 79	727	91 92 96 88 88 88 1122 1138 1139 64 131 93 93 45	_  -
	TY	тот	192	178 473 272 168	1,360	184 182 143 143 170 167 170 239 231 282 129 189 189	3,998
		>		12 H 8 H 2	-	1111111111111111	1
LED	S BY	17.	77	25288		10 10 10 10 10 10 10 10 10 10	1
NUMBERS ENROLLED.	BOTH SEXES BY CLASSES.	III	9	88844	-	1 2 4 2 2 2 2 4 4 2 2 2 5 4 4 2 2 2 5 4 4 2 2 2 5 4 4 2 2 2 5 4 4 2 2 2 5 4 4 2 2 2 2	1
ES ES	OTH	H	37	88313	- 1 - 1	341   528 80 3 80 3 80 3 80 3 80 3 80 3 80 3 80	1
MBEE	ğ	H H	32	22 22 23 25 25 25 25 25 25 25 25 25 25 25 25 25		1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1
NU	's'	1319	Ī	178		181 82 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	1
	•8	вол		307 272 91	836	93 119 149 149 168 168 168 168 168 168 168 168 168 168	1
	SCHOOL.		High	GRAMMAR: Bentley Bowditch Phillips Pickering	Total, Grain.	PRIMARY: Benthey Benthey Bertran Browne, II. Carlton Carlton Lincoln Lincoln Linde Oliver Pickman Prescott Upham Potal, Primary Total, Primary	Fotal, Schools.

# B.—STATISTICS SUPPLEMENTARY. 1882-83.

TS,	of Lots		12,104	19,450	24,200	18,000	20,040	97,690		1	20,300	12,975	1	18,085	11,740	18,000	10,890	15,380	12,357	24.100	150,527	1	260,321 6 Acres
G AND LOTS,	.noit	sulsV,	\$20,000	30,000	85,000	33,137	16,000	\$184,137		1	\$13,030	20,000	1	10,000	16,000	000.06	15,000	000,6	10,000	13,000	\$132,030	ī	\$336,167   Nearly (
BUILDING	delled.	Кето	1871	ı	1	1		1	-	1	1	1870	1		1		1878	1	1	I	1	T	-
BI	.ba	Erecto	1855	1861	1870	1883	1874	1		1	1879	1847	I	1875	1868	1831	1818	1872	1871	1851	1	ī	<u> </u>
- S	2	Total	224	191	471	378	336	1574		204	192	506	500	50,00	+17 +00 +	201	232	144	210	191	2451	99	4309
PTING	ss.	>	Ī	84	134	Ŧ:	36	173		-	1	ŀ	1	1				1	1	1		-	<u> </u>
NIMBER OF SITTINGS	CLASSES.	IV	T	-		_	96	136		8+	8	7.	54	92	200	C 12	66	48	09	- 69	733	1	<u> </u>
ER O	BY CI	III	1	<u>\$</u>	86	\$	2,84	291		8	<del>8</del>	26	8	64	999	0 1: T 1:	3 2	1	25	‡	550 7	T	ī
UMB	A	H	i	1	6	<u>\$</u>	%	145	ľ	56	8	<u>\$</u>	44	G;	99	0 0	115	<u>\$</u>	20	#	593	T	1
×	1	-	ī	1-	43	7	<u> </u>	229		52	<u>\$</u>	2	7	20	94	0 0	3 27	2	20	#	575	09	ī
Дрп	er of St		2	-	10	∞ •	# t-	33	ľ	4	-	<del>-j</del> -	7	<del>-j</del> ı -	-j	<del>j"</del> 3:	2 10	ಣ		<b>→</b>	67	F	85
		Dec	200	+	=	t	# t-	33		4	7	cى .		<del>-j</del> -	j" l	D 10	9 4	60	7	4	<u>\$</u>	2	16
	mal Sel duates.	Gra	3	-	∞	40	N 10	20		ಣ	21	7	ာ	S) (	71 -	<del>,</del> c	3	က	ಣ	-	32	2	57
7	198, 819 1881-8	уел	1-	7	10	t	#1-	32	-	**	<del>-</del>	со ·	7	-j- 1	٥.	<del>j'</del> 10	) oc	673	7	7	52	2	88
.68-	ent of s tes, 1882	națias	68	П	7	37	200	242	Ī	182	22	20	35	G. ;	# °	0 6	H C	ಣ	21	18	378	0	602
	39T To 93 1882-83.	ers,	95	1	ij.	45	101	258	-	187	21	19	38	15	3 0	71 0	3 3	1-	24	25	129	-	827
.311	ro') to sindsin	na is l	6	-	53	97	33	329		0	0	35	61	0	225	7 -	; ;	9	55	12	328	61	929
.88	1, 10 syrl 1, 1882-3	suc?	17	_	-	5				9	0	75	t	77	8	0 0	2 2	800	25	30	163	25   19	302 (
-	37881 '9		257	65	1128	907	157	2555 297		653	185	321	416	344	200	=======================================	200	438	200	321	-19099	812	19230 802
ght:	ils teau		24	36	38	31	8 %	34		31	35	28	87	31	62.5	Q 6	98	28	37	34	31	59	31
3.	e, 1882-:	эив	97.	68	91	93	8 8	76		20,	98	80	35	8	z s	o o	3 8	3.5	8.5	98	83	127	87
-	ips to s		10.01	40.3	39 6	40.5	88.0 88.0	139.8	1	8 14	7 04	30.5	30.8	30.1	39.9	53.0	1.01	39.5	30.8	39 3	10.0	8.68	ī
	SCHOOL.		High	AR:	ų,		Saltonstall	Total, Gram.		PRIMARY: Bentley	-		, II.			Lincoln		an	Prescott	Upham	Total, Primary,	Naumkeag	Total Schools

### GRADUATES, JULY, 1883.

### HIGH SCHOOL .- FOUR YEARS COURSE.

Arthur Daniel Kinsman, William Elmer Larrabee, Henry Shepard Manning, Dennis Francis O'Callaghan,

ee, George Hervey Quimby,
ng, Augustus Neal Rantoul,
ghan, Edwin Chapin Ropes,
Robert Perno Smith.

Charles Henry Odell,

Lilian Hutchinson Allen, Celia Frances Blake, Mary Manning Brooks, Alice Lefavour Browne, Lillian Frances Dresser, Anna Fessenden, Alice Loring Hayward, Ettie Maria Mansfield, Dolores Roco Margati,

Sarah Fuller Morrison,
Mabel Lawrence Peabody,
Nellie Atherton Peabody,
Abbie Ward Peterson,
Althea Robinson,
Lucy Ropes,
Carrie Frances Sanborn,
Carrie Elizabeth Small,
Myra Treadwell Smith.

### THREE YEARS COURSE.

Frederick Sherman Burke, Walter Savory Millett,

Burke, Francis Newhall, et, Herbert Winslow Northey, Nathaniel Thomas Very.

Carrie Austin Ashby, Aggie Mary Osborne, Carrie Hardy Kinsman, Lillian Weston Whipple.

(55)

### GRAMMAR SCHOOLS.

[Those marked with a \* entered the High School.]

### BENTLEY GRAMMAR.

\*Lucy N. Butler, \*Annah C. Call, Clara E. Getchell, Martha P. Goodell, \*Mary E. Lyman, R. Florence Morse, Abbie L. Nichols, Margaret E. Nichols, \*Grace E. Pitcher, \*Alice A. Phippen.

### BOWDITCH GRAMMAR.

\*Austin, Arthur L.
Ashton, Joseph N.
\*Annable, Irving K.
\*Annable, Frank W.
\*Bott, Clarence J.
Connelly, John J.
Craig, George A.
Eiffe, John H.
\*Fisher, George F.
Ford, Arthur S.
Frye. Daniel M.
\*Goodell, Oliver W.
\*Henry, John

\*Keating, William A.

\*Morse, George A.
Mitchell, Edward C.
Nutter, Edward H.

\*O'Donnell, John J.

\*Reynolds, Joseph H.

\*Smith, Frederick W.

\*Somes, William F.

\*Tuttle, Austin A.

\*Treadwell, Harry D.

\*Tomlinson, William A.

\*Weston, Charles H.

\*Northey, Edward A.

\*Walker, Fred G.

Arrington, Sarah J. Cate, Helen P. \*Corson, Emma L. \*Driscoll, Fannie Gray, Sarah E. Goldsmith, Nellie E. \*Lamb, Fannie G.

\*Looney, Josephine E.

\*Maguire, Mary A.

\*Pulsifer, Carlotta H.

\*Pickering, Gertrude M.

\*Tanch, Laura A.

\*Warner, Annie M.

### PHILLIPS GRAMMAR.

Ernest Holton Averill,
\*George Winthrop Bousley,
\*Francis Albert Hall,
George William Harwood,
\*Charles Alfred Johnson,
\*William Johnson,
Augustus Lewis,

\*George Upton Nolcini,
\*Charles Foster Perkins,
\*Willis Stanton Perry,
\*Walter Wayland Roberts,
Sumner Willis Upton,
\*Charles Everett Wells,
Charles Herbert Nichols.

### PICKERING GRAMMAR.

\*J Porter Brown, \*Charles Frederic Dennis,

Edward Alonzo Evitts,

\*Isabel Buxton, \*Lottie Stone Chandler,

\*Lizzie Chester Coombs,

\*Cora Evelyn Grover,

\*George Barker Farrington,

\*Arthur Warren Gardner,

\*Harry Madison Vent,

Lizzie Woodbury Richardson,

\*Ellen Ursula Smith,

\*Harriet Gardner Symonds,

\*Affie Chesler Symonds.

\*Gertrude Maria Very.

### SALTONSTALL GRAMMAR.

Joseph Brown Morris Cassell, Charles Percy Cushing,

\*Leonard Mayers Hammond,

\*Edmund Wilson Lakeman, Clarence Berton Milberry, Fred. Monroe Page,

\*Nina Evelyn Billings, \*Clara Theresa Conrad,

Ella Robinson Goldthwait,

\*Nathaniel Frederick Perkins,

\*Fred. Gibson Robbins,

\*Joseph Alonzo Senay, Joseph Henry Tivnan.

Albert Warren Towne, Frank Winthrop Very.

\*May Ropes Lakeman, Annie Louisa Morse,

\*Elizabeth Bailey Mead,

\*Mary Hill Pollock.

0



# LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

### HIGH SCHOOL.

- Dictionaries:—Spiers & Surenne's French; Adler's German; Lidell & Scott's Greek; Andrews' Latin; White's Latin; Worcester's English; Webster's English.
- English:—American Poems (Longfellow, Lowell, Whittier);
  Tales from Shakespeare; Sketch Book; Macaulay's Lays;
  School editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare,
  Chaucer); Selections from Addison, Burke, Webster; Hart's
  Rhetoric. Also such other English works as may be prescribed for admission to college.
- French:—Otto's Grammar; La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Genevoises; Demogeot L' Histoire de la Littérature française; Picciola; L' Avare.
  - German:—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.
- Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon; Pennell's History of Greece.
- Latin:—Harkness's Grammar, Reader and Prose Composition; Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.
- History:—Swinton's Outlines; Green's English History; Pennell's History of Rome.

- Mathematics:—Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Wentworth's Geometry; Duff's Book-Keeping and Blanks; Robinson's Surveying and Navigation
- Science:—Eliot & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoölogy; Champlin's Political Economy.

### GRAMMAR SCHOOLS.

- Arithmetic:—Franklin Written; Hagar's Common School; Colburn's First Lessons.
- Dictionaries:—Worcester's Primary, Elementary or Comprehensive.
- Drawing:—Smith's large, small and old series.
- Grammar: -Kerl's Common School; Knox's Language Lessons.
- Geography:—Guyot's Intermediate; Scribner's Geographical Reader.
- History:—Barnes's Brief History of U. S.; Higginson's Young Folks U. S.
- Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate; Lippincott's Series; Appleton's 5th (for sight reading); Worcester's Comprehensive Speller.
- Writing:—Duntonian System; Payson, Dunton & Scribner's.

### PRIMARY SCHOOLS.

4

Arithmetic:—Franklin Primary and Elementary.

Dictionary: Worcester's Primary.

Drawing:—Thyng's Primary.

Geography:—Scribner's Geographical Reader.

- Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2nd Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd.
- Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

### ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.



### CORPS OF TEACHERS.—Dec., 1883.

[A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of Teachers not yet elected in *italics*; others, in Roman type.]

### HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	\$2,200	October, 1874.	6 Linden.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	4 Broad.
Susan A. Osgood,	First Asst.	1,100	February, 1868.	Chelsea.
Mary J. Thayer,	Assistant	650	Sept., 1858. October, 1867.	34 Broad.
Alice Jenkins,	Assistant	650	Sept., 1863. October, 1876. March, 1865.	Lynn.
Jane M. Gray,	Assistant	650	February, 1877.	13 Mall.
Elizabeth P. Knight,	Assistant	650	June, 1882.	92 Essex.
Mary R. Sawyer.	Assistant	650	June, 1883.	14 Ocean av.
		\$8,050	-	

### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION,	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE.	Principal	\$1,500	April, 1873. Dec., 1857.	23 Norman.
III.	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Coggswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
v.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hathorne.
			\$3,100		

### APPENDIX.

### BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATR OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	\$1,800	Dec., 1874.	19 Buffum.
II.	Margaret G. Standley,	Sub-Prin.	800	Sept., 1864. June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878	250 Wash'n.
III.	Susan T. Sanborn,	Assistant	500	April, 1876.	32 Buffum.
III.	Laurette H. Files.	Assistant	500	Feb₀, 1882.	250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
IV.	Henrietta West,	Assistant	500	Nov., 1882.	2 Winthrop.
v.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
v.	Helen M. Miner,	Assistant	500	Dec., 1874.	146 Wash'n.
v.	Grace E. Childs,	Assistant	500	May, 1882.	345 Essex.
			\$7,100		

### PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	EDWIN R. BIGELOW,	Principal	\$1,800	Aug., 1876. Nov. 1857.	6 Carpenter.
III.	Mary E. Stanley,	First Asst.	600	Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	Sept., 1872. April, 1876.	8 Becket.
IV.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	64 Wash'n sq.
v.	Clara M. Greenough,	Assistant	500	Sept., 1879.	4 Barton sq.
V.	Charlotte M. Newton,	Assistant	500	Nov., 1881.	2 Winthrop
			\$4,900		

### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
111. 1V.	WM. P. HAYWARD, Sarah E. Cross, Mary A. Cross, Eliza J. Mnrphy,	Principal First Asst. Assistant Assistant		Sept., 1852. Dec., 1843. March, 1845. March, 1851. Jan., 1874.	83 Smmmer, 51 Lafayette 13 Liberty, 10 Orne.

### APPENDIX.

### SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal,	\$1,800	Sept., 1873. Sept., 1854.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept , 1870.	5 Holly,
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
v.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
VI.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
		k	\$4,900		

### BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE,
I.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
II.	Fannie W. McMurphy,	Assistant	500	June, 1883.	25 Pickman.
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal
			\$2,100		

### BERTRAM SCHOOL, WILLOW AVENU .

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	HARRIET M. TYLER.	Principal	\$600	Sept., 1857.	7 Cherry.
	Susan M. Glover,	Assistant		* ′	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
	vi.		\$2,100		

### BROWNE SCHOOL (I), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.
II.	Emma A. Graves,	Assistant	500	May, 1870.	22 Federal.
III .	Mary J. Bigelow,	Assistant	500	Dec., 1880.	56 Lafayette.
			\$1,600	n i	

### BROWNE SCHOOL (II), ROPES STREET.

CLASS.	NA ME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMMA F, EARLE,	Principal	€600	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	Assistant	500	Feb., 1879.	24 Winthrop.
IĮI.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876,	280 Wash'n.
			\$2,100		

### CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION,	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
IV.	Laurette P. Emerson,	Assistant	500	Dec., 1880.	193 Bridge.
			\$2,100		

### ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
Ι.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stephens,	Assistant	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
			\$2,100		

### APPENDIX.

### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
.1	AMELIA R. THAXTER,	Principal	<b>\$600</b>	Oct., 1877.	6 Federal ct.
II.	Lucy E. Adams,	Assistant	500	May, 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	114 Federal.
IV.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
IV.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
			\$2,600		

### LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCÈ.
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	41 Northend.
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal
ĮV.	Grace G. Hooper,	Assistant	500	April, 1878	17 Norman.
IV.	Flora J. Sibley,	Assistant	500	Jan., 1883.	3 Union place
			\$2,600	1	

### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	\$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon
III.	Annie M. Hamblett,	Assistant	500	Nov., 1882.	13 Boardman
IV.	Eliza J. Rice, .	Assistant	500	March, 1878.	4 Beaver.
			\$2,100		

### APPENDIX.

### PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	\$600	April, 1873.	59 Barr.
II, III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	68 Buffum
			\$1,600		

### PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. Anna Harris,	Principal	\$600	June, 1879.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Lizzie T. Lyon,	Assistant	500	June, 1883.	23 Mall.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			\$2,100		

### UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION,	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	\$600	March, 1847.	81 Summer.
II.	Elizabeth C. Russell.	Assistant	500	Sept., 1854.	2 Eaton pl.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	10 Orne.
			\$2,100		

### NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	\$600	April, 1882.	403½ Essex.
Annie V. Ward.	Assistant	500	April, 1882.	19 Herbert.
		\$1,100		

## (1). TRUANT OFFICERS.

NAME.	SAL'RY	DATE OF ELECTION.	HESIDENCE.
John W. Libbey, Frederick H. Hunt,		February, 1874. January, 1877.	41 Northend. 17 Hardy.
	\$810		A Salaman and A

### 2. JANITORS.

NAME	SAL'RY	RESIDENCE.	SCHOOLS.
Wm. B. Baker,	\$550	6 Ash.	Phillips.
B. E. Burchsted,	350	15 Carlton,	2—Lynde and Prescott.
Frederick H. Hunt,	425	17 Hardy.	2—Bentley and Carlton.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	- 400	24 Symonds,	3—North Salem.
J. E. Tufts,	300	5 Warren et.	2-Lincoln and Endicott.
J. W. Wheeler,	650	4 Harrison ave.	3—South Salem.
J. S. Wardwell, Jr.	450	12½ Mt. Vernon.	2—High and Oliver.
	\$3,775		

### BOARD OF SCHOOL COMMITTEE, 1884.

WILLIAM M. HILL, Mayor, Chairman, ex officio.

CHARLES H. INGALLS, President of the Common Council, member ex officio.

Till 1885.	WARD ONE. Till 1886.	Till 1887.
Francis E. Hines, 17 Charter.	Nathan H. Millet, 8 Curtis.	James J. Foley, 22 Union.
	WARD TWO.	
Charles A. Buxton, 24 Forrester.	Jabez B. Lyman, 92 Wash'n Sq.	Edwin H. Dodge, 47 Wash'n Sq.
	WARD THREE.	
George F. Ropes, 16 Summer.	Joseph P. Fessenden, 128 Washington.	John Preston, 1 Mt. Vernon.
	WARD FOUR.	
Chas. W. Richardson, 2 River.	Edward S. Atwood, 136 Federal.	Hubbard Breed, 83 Federal.
	WARD FIVE.	
Nath'l B. Perkins, Jr., 2 Cherry.	J. Frank Dalton, 57 Lafayette.	Wm. S. Lord, Holly, cor. Linden.
	WARD SIX.	
Geo. B. Melcher, 44 Buffum.	Winfield S. Nevins, 20 Orne.	Edward E. Dalton, 21 Mason.

Alfred B. Brown, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

**Executive Committee,** Mayor Hill, President Ingalls, and Messrs. Fessenden, Perkins and Dodge. Alfred B. Brown, Clerk.

High School Committee, Charles W. Richardson, Chairman; Edward S. Atwood, Clerk; and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, *Chairman*; Winfield S. Nevins, *Clerk*; Francis E. Hines, Jabez B. Lyman, and Nath'l B. Perkins, Jr.

Primary School Committee, Nathan H. Millett, Chairman; Charles A. Buxton, Clerk; Hubbard Breed, J. Frank Dalton, Edwin H. Dodge, James J. Foley, William S. Lord, George B. Melcher, John Preston and George F. Ropes.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman*; Charles A. Buxton, *Clerk*; and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, Chairman; Edwin H. Dodge, Clerk; and James J. Foley.

Committee on Music, Edward S. Atwood, Chairman; George B. Melcher, Clerk; and Hubbard Breed.

Committee on Drawing, J. Frank Dalton, Chairman; George F. Ropes, Clerk; and Joseph P. Fessenden.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman*; Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Alfred B. Brown, *Clerk*.

Committee on Printing and Supplies, Winfield S. Nevins, Chairman; Edward E. Dalton, Edwin H. Dodge, Wm. S. Lord and John Preston. Alfred B. Brown, Clerk.

### SUB-COMMITTEES FOR GRAMMAR SCHOOLS,

Bentley, Essex St.,			. Jabez B. Lyman.
Bowditch, Dean St.,			Winfield S. Nevens, Clerk.
Phillips, Herbert St.,			Francis E. Hines.
Pickering, School St.,			Edward E. Dalton, Chairman.
Saltonstall, Hazel St.,			. Nath'l B. Perkins, Jr.

### SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,				Edwin H. Dodge.
Bertram, Willow Ave.	, .			J. Frank Dalton.
Browne, Ropes St.,				. Wm. S. Lord.
Carlton, Skerry St.,				. Jas. J. Foley.
Endicott, Boston St,				. John Preston.
Lincoln, Fowler St.,				Hubbard Breed.
Lynde, Brown St., .			Nathan	H. Millett, Chairman.
Oliver, Broad St.,				George F. Ropes.
Pickman, Dunlap St.,				. Jas. J. Foley.
Prescott, Howard St,			C	has. A. Buxton, Clerk.
Upham, North St., .				. George B. Melcher.

### SCHOOL CALENDAR.

- School Year began Monday, Sept. 3, 1883.
   Second term begins Monday, February 4, 1884.
   School year ends Saturday, July 5, 1884.
   Next School year will begin Monday, September, 1, 1884.
- Vacations:—Thanksgiving Day, Nov. 29, 1883, Nov. 30 and Dec. 1. Christmas to New Year's, Dec. 25, 1883, to Jan. 1, 1884, inclusive. March 3 to 8, both included,—Monday to Saturday. Monday, July 7, 1884, to Saturday, Aug. 30, 1884, both included.
- 3. Legal Holidays:—Washington's Birthday, Friday, Feb. 22, 1884. Fast Day, Thursday, April 3, 1884. Fourth of July, 1884, on Friday.
- 4. Number of weeks of actual school time, after deducting the vacations and holidays, as above, 41.
- 5. Number of sessions:—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day, except Saturday.
- Hours of session:—
   High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M.
   November 1 to April 1, from 8½ A. M., to 1 P. M.
  - Grammar Schools, April 1 to Sept. 1, from  $8\frac{1}{2}$  to  $11\frac{1}{2}$  A. M. September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

Primary Schools, April 1 to Sept. 1,  $8\frac{1}{2}$  to  $11\frac{1}{2}$  A. M. September 1 to April 1, 9 to  $11\frac{1}{2}$  A. M., and 2 to 4 P. M., the year round.

Naumkeag School, like the Primaries.

(73)

- 7. Detentions permitted:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.
- 8. *Times of monthly reports* from teachers and presentation of bills, Sept. 29, Oct. 27, Dec. 1 and 29, Feb. 2, March 1 and 29, May 3 and 31, July 3.
- 9. Times of meeting:—School Committee, the third Monday evening in each month.

Executive Committee, the first Wednesday evening in each month. Committee on Printing and Supplies the first and third Monday evenings in each month.

- 10. Dates for presenting all bills against the School Committee, not later than the first Monday of each month—All bills should be sent to the Secretary's office, No. 6, City Hall.
- 11. Secretary's office hours:—4 to 5 P. M., on school days. Office at No. 6, City Hall.







# ANNUAL REPORT

OF THE

# School Committee

OF THE

# CITY OF SALEM.



DECEMBER, 1884.

SALEM, MASS.: SALEM OBSERVER BOOK AND JOB PRINT, 1885.



# ANNUAL REPORT

OF THE

# School Committee

OF THE

# CITY OF SALEM.



DECEMBER, 1884.

SALEM, MASS.: SALEM OBSERVER BOOK AND JOB PRINT, 1885.



## CONTENTS.

579.744 Sa= 128484

		Page.
BOARD OF SCHOOL COMMITTEE, 1884,		5
REPORTS:-Executive Committee,		9
High School Committee,		11
Grammar School Committee,		16
Primary School Committee,		24
Naumkeag School Committee,		28
Evening School Committee,		32
Committee on Music,		35
Committee on Drawing,		36
Committee on Examination of Teachers.		38
Committee on Ventilation, etc.,		41
Committee on Printing and Supplies,		46
Committee on Text Books,		51
APPENDIX:—Census,		54
Abstract of Census,		55
Absence of Teachers,		56
Substitutes employed,		56
Ages of Pupils in all grades,		56
Promotions, July, 1884,		56
Account of Truant service, 1883-4,		57
Rates of Tuition,		57
Table of Statistics,		58
Table of Statistics, B,		59
Graduates, High and Grammar, .		60
Books used in the Schools of Salem,		63
Corps of Teachers, Dec., 1884,		66
Truant Officers and Janitors, .		72
Board of School Committee, 1885,		<b>7</b> 3
School Colondon		<b>F</b> 0



#### BOARD OF SCHOOL COMMITTEE, 1884.

WILLIAM M. HILL, Mayor, Chairman, ex officio.

CHARLES H. INGALLS, President of the Common Council, member ex-officio.

WARD ONE.

Till 1885. Francis E. Hines, 11 Liberty.

Till 1886. Nathan H. Millett, 8 Curtis.

Till 1887. James J. Folev.\* 22 Union.

WARD TWO.

Charles A. Buxton. 24 Forrester.

Jabez B. Lyman, 92 Wash'n sq.

Edwin H. Dodge, 47 Wash'n sq.

WARD THREE.

George F. Ropes, 16 Summer.

Joseph P. Fessenden, 333 Essex.

John Preston, 1 Mt. Vernon.

WARD FOUR,

Chas. W. Richardson, Edward S. Atwood. 2 River. 136 Federal.

Hubbard Breed, 83 Federal.

WARD FIVE.

2 Cherry.

Nath'l B. Perkins, Jr., J. Frank Dalton, 57 Lafayette.

Wm. S. Lord, Holly cor. Linden.

WARD SIX.

Geo. B. Melcher, 44 Buffum.

Winfield S. Nevins, 20 Orne.

Edward E. Dalton, 43 Federal.

ALFRED B. BROWN, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

<sup>\*</sup> Resigned-James H. Quinn, elected to fill vacancy.

**Executive Committee**, Mayor Hill, President Ingalls, and Messrs. Fessenden, Perkins and Dodge. Alfred B. Brown, *Clerk*.

High School Committee, Charles W. Richardson, *Chairman*; Edward S. Atwood, *Clerk*; and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, *Chairman*; Winfield S. Nevins, *Clerk*; Francis E. Hines, Jabez B. Lyman, and Nath'l B. Perkins, Jr.

Primary School Committee, Nathan H. Millett, Chairman; Charles A. Buxton, Clerk: Hubbard Breed, J. Frank Dalton, Edwin H. Dodge, James H. Quinn, William S. Lord, George B. Melcher, John Preston and George F. Ropes.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman*; Charles A. Buxton, *Clerk*; and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, Chairman; Edwin H. Dodge, Clerk; and James H. Quinn.

Committee on Music, Edward S. Atwood, *Chairman*: George B. Melcher, *Clerk*: and Hubbard Breed.

Committee on Drawing, J. Frank Dalton, *Chairman*; George F. Ropes, *Clerk*; and Joseph P. Fessenden.

Committee on Examination of Teachers, Charles W. Richardson, *Chairman*; Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Alfred B. Brown, *Clerk*.

Committee on Printing and Supplies, Edwin H. Dodge. Chairman; Wm. S. Lord, Jabez B. Lyman, James H. Quinn, John Preston. Alfred B. Brown, Clerk.

Committee on Text Books. Joseph P. Fessenden, *Chairman*: Edward E. Dalton, William S. Lord, Winfield S. Nevins, James H. Quinn. Alfred B. Brown, *Clerk*.

### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .		Jabez B. Lym an
Bowditch, Dean St.,		Winfield S. Nevins, Clerk.
Phillips, Washington Sq.,		Francis E. Hines.
Pickering, School St.,		Edward E. Dalton, Chairman.
Saltonstall, Hazel St., .		. Nath'l B. Perkins, Jr.

### SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,				Edwin H. Dodge.
Bertram, Willow Ave.,				. J. Frank Dalton.
Browne, Ropes St., .				. Wm. S. Lord.
Carlton, Skerry St.,				. James H. Quinn.
Endicott, Boston St.,				. John Preston.
Lincoln, Fowler St.,				. Hubbard Breed.
Lynde, Brown St.,			Natha	n H. Millett, Chairman.
Oliver, Broad St.,				. George F. Ropes.
Pickman, Dunlap St.,				George B. Melcher.
Prescott, Howard St.,				Chas. A. Buxton, Clerk.
Upham, North St.,		•		George B. Melcher.



# REPORTS.

# REPORT OF EXECUTIVE COMMITTEE.

In School Committee, Salem, Dec. 17, 1884.

To the School Board of the City of Salem.

The Executive Committee of the School Board present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending November 30th, 1884.

#### EXPENDITURES.

Salaries,	\$61,061 00
Janitors,	3,810 83
Fuel,	4,113 99
Printing and Supplies, .	2,67495
Text Books, .	6,567 05
Gas Bills,	161 70
Water Rates, .	787 95
Taking School Census,	228 48
Printing Annual Report,	110 33
Miscellaneous,	1,013 78

Total. \$80,530 06

# 10 REPORT OF EXECUTIVE COMMITTEE.

Amount brought forward,	80,530	06
RECEIPTS.		
Dog Tax, \$1,751 00		
Tuition of non-resident pupils, 600 00		
Total,	\$2,351	00
Net total expenditures, Amt. of original appropriation, \$74,000 00 Amt. of special appropriation, 8,000 00	\$78,179	06
Total appropriation, \$82,000 00 "expenditures, 78,179 06		
Unexpended balance, For the Executive Committee,	\$3,820	94

WM. M. HILL, Chairman.

### REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 15, 1884.

At present the school has 212 pupils, 113 boys and 99 girls, classified as follows:—

Junior Class,	•		Boys,	48,	Girls,	38
Ex-Junior Clas	ss,		"	34,	66	27
Sub-Senior,			66	20,	66	18
Senior,		•	46	11,	44	16
			11	13		99

Of the above number, 14 are non-residents, paying the prescribed tuition fee.

This is a larger number of pupils than for some years and is a cause for congratulation.

Of those fitting for college, there are, as nearly as can be estimated, twenty-four boys and six girls. There are seventeen fitting for the Institute of Technology. Last summer, eight of the graduates entered college as follows: five at Harvard University, one at Amherst college, and two at Boston University, and two of the graduating class of last year will enter college this year. In addition to this number, three entered the Institute of Technology, and what is quite worthy of mention, all but three out of the eleven entered their respective institutions without conditions. Next summer, nine expect to enter college, and five the Institute of Technology.

As is well known, our High school has for some time enjoyed the reputation of being one of the best fitting schools in the State. Although the school undoubtedly owes much in this direction to Mr. John W. Perkins, who was with us from 1865 to 1882, yet his successor appears to have taken up his work with equal zeal and ability.

Of those pursuing a purely English education, there are now thirty-two boys and twelve girls, classified as follows, viz.:—

Junior Clas	s,			Boys, 12,	Girls, 4	
Ex-Junior C	lass,			" 11,	" 2	
Sub-Senior	6.6			" 7,	" 3	
Senior	66			" 2,	<b>"</b> 3	
				32	12	,

Last year a change was made in the rules, so that two courses of study were established: an English course covering three years and a classical course of four years, allowing pupils who wished to graduate early, to receive certificates at the end of three years. Diplomas certifying the fact are now awarded to pupils of each course, and this year diplomas were given to twenty-one pupils who had completed the four years' course, and to five of the three years' course.

It has been thought by some,—believed to be few however—that the High School was not giving sufficient training to those fitting for business life, and it was to meet this criticism that a three years' course was arranged with a somewhat different adjustment of the curriculum.

There is no doubt that at the present time the work at the High School, in both the English and Classical departments, compares favorably with that of the best schools in the Commonwealth; yet an effort has been made this year—which has, however, received very little support—to separate the school into three parts: in other words to have three distinct schools, viz.:—a Latin School, an English High School for boys, and an High School for girls. This project, however, met with no encouragement from the sub-committee on the school, and with very little from the full Board, the great objection being its expense, as it has been pretty well demonstrated that the annual expenditure under such a system would be half as much more than under the present plan, to say nothing of the great additional cost of new school buildings. The system now adopted in Salem, i. e., that of consolidation, is the one generally in vogue in this State, and as far as Salem at least is concerned, is now producing most excellent results.

In referring to the English branches, a word should be said here about Arithmetic. It was formerly thought unnecessary to teach this branch in the High School, as the pupils were supposed to have obtained all proper instruction in the Grammar schools. At present, however, they too frequently come up to the school with a very inadequate preparation in this study. Such pupils, of course, have to devote time to Arithmetic, which should more properly be spent in the study of Algebra, Geometry or Physics. It would appear that a more thorough examination in Arithmetic should be exacted of those about to be admitted to the school, and that after they have entered, the study should be dropped, except perhaps in the case of a very few who are exceptionally weak in that branch, but equally strong in others.

In connection also with the English department, reference should be made to the excellent library which is being

collected. The nucleus of this consisted of certain dictionaries and encyclopedias, which were used for general reference. To these have been added from time to time, for the last few years, books purchased with money from the "Browne" fund, until now the library contains 624 volumes, comprising the best books taken from the whole field of English literature; not only those useful as sources of information, but those containing the best thoughts of standard writers in poetry and prose. It is hoped that the school may be granted the continued use of the "Browne" fund until at least one thousand volumes have been obtained. These books are used as a circulating library, subject to a careful discrimination by the Principal as to the pupil, and the character of the book taken. It is expected that this library will be a great assistance to those desiring a more thorough course in English literature.

As to the school generally, it has for the past year gone along very harmoniously. There has been no complaint made to this committee by teacher or parent. The instructors have apparently been earnest and faithful in their labors and the school bears every evidence of being under the best discipline. The graduating exercises this year seem worthy of special commendation. Perhaps it would be better, that rather a larger number of the graduating class should take part, but those who did appear and declaim or recite, received marked approval.

It seems well that these exhibitions should be kept up, so that the general public may know that we have an High School, and may get an intimation of the kind of work it is doing.

Speaking of the generally excellent appearance of the school, this is doubtless in no small degree owing to the

generous policy pursued by the city. When the school was first established with at least as many pupils as at present, the upper story of the present High School building, with, perhaps, what additional accommodation was furnished by the garret, was thought sufficient for all purposes. Now the school has the use of the whole building, the recitation rooms being on the lower floor with also a laboratory for experiments in Chemistry and Natural Philosophy. Here also the "Browne" fund has been of service, as the Chemical and Physical apparatus has been much improved by the use of money from this source; and taking it as a whole, the school is probably, considering its numbers, as well equipped as most of the best schools in the State.

Considering the number and quality of the teachers employed, and such a liberal equipment, it would seem as though parents would not, for slight cause, remove their children from the school before the time of graduation; but it is estimated that full fifty per cent. of those who enter, leave the school without obtaining their diplomas. It may well be understood that the circumstances of the family may require the pupil's early removal from school. But when parents in easy circumstances, as is sometimes the case, deliberately dwarf their children's intellectual growth by such an early removal, it becomes a matter of grave comment. The High School will never do its full work until parents view it more as a place for growth of character and mind, and less a stepping stone to the desk or counter.

CHAS. W. RICHARDSON, E. S. ATWOOD, JOS. P. FESSENDEN,

## REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 15, 1884.

The Grammar School Committee would respectfully present the following report for the year ending Dec., 1884.

The Committee note a gratifying increase in the number of pupils enrolled, the number daily belonging, and the average daily attendance, as follows:—

#### NUMBER ENROLLED.

1884, 1,465 1883, 1,360 increase, 105

DAILY BELONGING.

1884, 1,323 1883, 1,194 increase, 129

#### AVERAGE DAILY ATTENDANCE.

1884, 1,208 1883, 1,100 increase, 108

Diplomas of graduation were awarded to one hundred and sixteen pupils, an increase of eighteen over the number of last year. Of these, eighty-four were admitted to the High school, eleven more than in 1883. There were received from the Primary schools, last September, three hundred and fifty-six pupils, which number, when compared with the promotions a year ago, show a decrease of forty-seven.

In the Bentley, Saltonstall and Phillips, there has been no change in the corps of teachers. In the Bowditch, Miss Grace A. Tuttle has been elected to the vacancy caused by the resignation of Miss Henrietta West, and

Miss Emma W. Browne has been appointed an assistant in the Principal's room, by virtue of authority granted by the Board at the November meeting.

The vacancy in the Pickering school, caused by the resignation of Miss Eliza J. Murphy, after ten years of faithful and very successful labor, has been filled by the appointment and election of Mrs. Caroline Wiggin.

New text books have been introduced into the Grammar schools the past year, as follows:

Patterson's Grammar has displaced Kerl's in all but the higher classes, and will be the sole text book in all the classes the coming year; Swinton's Geography in place of Guyot's, a change from which the Committee anticipate a new interest and more satisfactory results; and Colburn's Mental Arithmetic.

Three of the Grammar schools, viz., Phillips, Saltonstall and Pickering, in comparison with last year, show a marked decrease in cases of tardiness. The Bowditch with 1574 cases against 1128 shows an increase of about 40 per cent., while the Bentley reports 135 against 65 in 1883, an increase of more than 100 per cent. The aggregate of all the Grammar schools is 2868 against 2555, an excess of 313 or about 12½ per cent. It is hoped that the earnest co-operation of teachers and parents will do much to mitigate this great evil and serious hindrance to the successful work of our schools.

In the report of last year, attention was called to the large increase in truancy over previous years. The Committee regret that the record of the year now closing, shows no improvement. On the contrary, while the Phillips reports a large decrease, the total of all the Grammar schools is 329 against 297, an excess of 32. Nor is the

record any better as regards corporal punishment. 419 cases are reported, an increase of 90; every school but the Pickering showing an excess over last year.

Mention was also made of the action of the Committee requesting permission of the City Government to furnish text books at the expense of the city, and the hope expressed that a favorable response would be received. Before any action was taken, a bill was passed by the Legislature authorizing free text books in all the schools of the State, said law to take effect August 1st, and in accordance with its provisions, the pupils of our public schools have been supplied with all needed books at the city's expense.

It is not our purpose to discuss the free text book system in this report, but it may be well to say that it is neither an experiment nor "something new."

This system has been in successful operation in the cities of New York and Philadelphia for years; it has also been successful in the cities of Lowell and Fall River in our own State.

The principle underlying it, is that upon which our free school system is based. We have free schools only when we have provided free teachers, free buildings, free seats, free books and free apparatus.

The advantages claimed for it are, 1st, an increased attendance. Parents of limited means are sometimes compelled to take their children from school, from inability to purchase books. 2d, it virtually lengthens the school year, as under the former system, classes were often delayed, because of the failure of some scholars to procure their books, whereas under the present system, books are furnished to all pupils at the same time. 3d, It places rich and poor on an equality. 4th, It is economy—there is a

great saving of expense from the fact that books are worn out, instead of being allowed to accumulate at home.

The disadvantages are trivial, and compared with the advantages are in the nature of objections.

During the year, no complaint has been made, or trouble of any nature reported. Our schools are prosperous, and a gradual improvement is noted, and by the united efforts of teachers and pupils, together with the co-operation of parents, this improvement may be continued until our Grammar schools shall be second to none in the Commonwealth.

For the Committee,

EDW. E. DALTON, Chairman.

#### BOWDITCH GRAMMAR SCHOOL.

As sub-committee on the Bowditch school, I submit the annual report thereof: I can testify from personal knowledge to the zeal of the teachers in this school, from the hard-working, untiring principal, down. They have endeavored to do their work with the means provided, in the best possible manner. The Committee, at the November meeting, kindly granted us an assistant in the principal's room, at an expense not to exceed \$20 per month. Although the experiment has had but a few days' trial I am able to report the greatest success. The principal's room has a belonging of 59, altogether too many for one teacher, yet not sufficient to make two classes. The assistant, besides aiding in the routine work, takes entire charge of some recitations, the master thereby gaining time to visit other classes and inspect their work.

The figures prepared by the secretary furnish full information of the last school year. At the beginning of the present term in September, we received 141 pupils from the primaries, two from private schools, one each from the Sisters' school and home instruction, and six from out of town, a total of 151. The enrollment at the present time is 548; the average belonging, 515, and the average attendance, 486. The average number of pupils belonging in each room is 47. It is a mistake to compare a teacher's work by the average attendance. Rather it should be by the belonging. It would be much easier for the teacher from week to week, if the pupils attended every session. If they are absent the teacher must labor with them individually to make up for lost time. In this connection I may say that notwithstanding special efforts to prevent, truancy and tardiness continue the growing twin evils.

I am not satisfied with our year's work. I attach no blame to the teachers for this. It is not their fault. It is the fault of that alleged system which we committee-men maintain. I only wonder that the teachers succeed as well as they do.

The time occupied with music and drawing and most of that with history, is so much wasted. The instruction which we give in music is not sufficient in most cases to last three months after the pupil leaves school. The instruction in drawing lasts no longer with many. Some never get at first principles even. And if they did, little benefit would they derive therefrom. Not more than one in ten will ever make use of the knowledge of drawing obtained in school. The history of the United States which we use contains 300 pages full of facts. In the back part are a few test questions—about 1500. What child,

what man even, can answer them? What better off would he be if he could? Four-fifths of the answers to these questions are useless to the great body of our school children, and will be forgotton in one year after they leave school. Three hundred questions properly selected will give the child a good and lasting idea of the history of this country. Why waste time on the other 1200? Why should a child be required to "name in their order the battles of the revolution" or "of 1812," or decide "in what battle Washington showed the most brilliant generalship," or "when a fog saved our army." The questions in this history read more like the questions in a military catechism. We should stop this waste of time and energy. Life is too short to be thus frittered away. If time hangs heavily in the school room, let us ask a few questions abuot the laws of health rather than ask for a description of every battle of every war during the last 110 years.

We need more instruction in reading and writing and the correct use of the mother tongue. At the present rate of abuse, the English language in America will soon be a thing of the past. From the street, vicious language has crept into correspondence, into public communications and reports, into the newspapers and magazines and reviews, and even into histories. The man who can speak or write ten sentences without the use of some cant phrase or slang, is the exception. Addison once wanted a superintendent of languages to "hinder the coming of words of foreign coin." We need one in this country to-day.

Look over the course of study as we gentlemen have ordained it. How much of all there provided will prove useful to the ordinary mortal in the future strife for existence? Much of it will never conduce to enjoyment even.

The ornamental follows the useful in practical life. It should in school studies. Our pupils get a high per cent. in examination. Unfortunately it is no criterion of their real worth.

"The slaves of custom and established mode, With pack-horse constancy we keep the road, Crooked or straight, through quays or thorny dells, True to the jingling of our leader's bells."

The purpose of our schools is being forgotton. They were established to make good, true, intelligent, virtuous law-abiding citizens. Are we doing this, or are we attempting to make educational ornaments? We have too many written recitations. It is write, write, write, from morning till night, with fingers weary and cramped. It is injurious to the health of the child. It begets a habit of writing hastily and illegibly. Short pencils are used; a single sheet of paper is placed on a hard surface. We cannot have good penmen so long as we have so many written recitations. But more important than this, the pupils lose that practice of putting ideas into spoken words, which they so much need. Oral recitations give them confidence in themselves; give them courage to open their mouths before others. Our pupils mumble and mouth their words too much. A stranger cannot tell half the time what they say when they do speak.

In March last we received from the primaries a few pupils, promoted at the semi-annual examinations. being enough for an independent class, they were put into classes five months ahead of them. They made good progress, ranking, at the close of the school year, above the average, and all were promoted to the next grade. Had a sufficient number been received from the primaries, an

independent class would have been formed, to begin where the other classes began in September. It is not proposed when pupils are promoted to the grammar school in March, that they are to go into a room and take up the studies of children received in September. They should begin at the beginning of the grammar course. It is just as easy to promote twice each year, as once. It is as convenient to receive 50 in the spring, and 100 in the fall, as 150 at one time. If it were not it would be our duty nevertheless. The experience in this school confirms me in the belief that semi-annual promotions are not only practical but advantageous. Two-thirds of the cities of the country have adopted the plan.

It is, in my opinion, a great wrong to keep back pupils one single day, save in exceptional cases of precocious children. If this is necessary to maintain the present school system, then that system is a failure and the sooner it goes to pieces the better. If it is reasonable to keep fifty bright smart boys down to the level of fifty dull, inactive ones now, why not have a law to keep them there through life? Some children learn twice as fast as others. If our system demands that all shall be kept on a level, it demands a wrong and an outrage. We must recognize the universal law of the "survival of the fittest," in school as well as out of it.

WINFIELD S. NEVINS, Sub-committee.

# REPORT OF PRIMARY SCHOOL COMMITTEE.

In School Committee, Salem, Dec. 15, 1884.

The Primary School Committee in presenting their annual report, have no changes to note in the list of studies pursued in their schools, with the exception of that of Geography, which has been re-introduced after an interval of several years. Instruction in this is given by the usual method of questions and answers, by using portions as supplementary reading and practically by exercising the children in definition of geographical terms as well as they can, from localities in our immediate surroundings.

In Arithmetic the instruction does not vary much from that of past years. In Reading, we find that those who have opportunities of home teaching do the best work, but in this as in all the studies much depends upon the mental capacities of the pupils.

The Committee note with pleasure an improvement in the personal appearance of many of the pupils; cleanliness and tidiness of dress being apparent, where heretofore there has been a painful deficiency in these requisites to health and comfort. Our teachers strive to teach good manners and politeness to the children under their charge, but we are sorry to say that many of them soon lose the little which they acquire, as the scenes at the opening of the Evening school exemplify.

The attendance at our schools is not as good as it should be. For this there are some legitimate causes; many of the children are small, and are often kept from school, in winter particularly, by need of proper clothing and shoes, by slight illnesses and other causes. Of the older children (we speak of boys especially), we find that some are kept from school by their parents in order that they may do some petty work, which, if of any advantage to the parents, is certainly a great disadvantage to the boys. We also find that in some instances parents are too ready in finding excuses for children's absence, when inquiries are made by the teachers. There is also too much truancy. We find eight chronic cases in one school since the beginning of the present term.

All this tends to the detriment of our primary schools, for, owing to the irregular attendance of these boys, they are backward in their studies, and so linger along in the primaries until they are twelve or thirteen years old, and in some cases fourteen, then leave school and go to work, having received but little education.

It is time that there should be an improvement here, and the committee feel that it must be done by the co-operation of parents with the teachers, and we recommend that circulars containing copies of the Statutes relating to school attendance and to truancy be given to the scholars to take home to their parents.

The general health of the children has been good; there have been but few cases of serious contagious diseases, but the minor ones which children are subject to, have had their usual prevalence.

Efforts have been, and are being made by the Committee and the teachers, to remedy an old custom which has been in use for some time, and that is the sidewise position in which children have been taught to sit at their desks while writing or ciphering; a method which throws the body out of position, and has a tendency to cause an undue elevation of the right shoulder, and which we think is partly the cause of so much complaint of near sightedness which we hear of in our schools, for it is but reasonable to suppose that if children are taught to sit in such a position, and with their eyes within six inches of their work, their sight will soon be affected.

The Committee also call attention to the desks and seats in some of the schools. Many are old, many are uncomfortable owing to the shape of the back of the seat, and there is need of grading them better to the size of the pupils.

The school houses have been kept in good order by the City Government, repairs and improvements made where needed. An addition of two rooms has been built to the Oliver school, and to the Lynde school house, a porch containing a stairway has been built, affording a safe and easy way of exit from the upper story, independent of the main stairway.

The houses are all provided with patent ventilators, but it is still found necessary to ventilate the rooms by lowering the tops of some of the windows; care is usually taken that only such are opened as will not cause the children to sit in a draught. It is also customary to ventilate the room thoroughly while the children are at recess.

There have been but few changes in the corps of teachers during the year past.

Miss Cushing resigned her position as principal of the Upham school, and was succeeded by Miss E. C. Russell,

### REPORT OF PRIMARY SCHOOL COMMITTEE. 27

promoted. Miss Laura M. Carleton was chosen assistant in the same school.

At the Lynde school, Miss Grace G. Hooper resigned her position as assistant, and Miss Mary A. Smith was chosen in her place.

For the Committee,

N. H. MILLETT, Chairman.

# REPORT ON NAUMKEAG SCHOOL.

In School Committee, Salem, Dec. 15, 1884.

The term of this school, ending with July last, was one of the most prosperous in its history. Sixty-nine pupils were sent from it to the graded rooms of the Browne school,—23 in November, 17 in February, and 29 in July. More than two-thirds of these continue in school at this date. The teachers have kept trace of them as much as possible. Of the twenty-nine promoted in July, fifteen are now in the Browne school, five in the French school, two in other schools, and two have left town. The whereabouts of four are unknown. The attendance is irregular, and will probably always remain so. It is possible that the half-time system might improve it. This system was adopted when the school was organized. It did not prove satisfactory, because the overseers at the mill did not like the arrangement. Most of the children now in attendance are too young to work in the mill.

The average daily attendance during the last school year was 58, out of an average belonging of 79. Since the promotions in November, 1883, the room has been only comfortably filled most of the time. Frequently the number in attendance has been as low as 40, but usually much

larger. During November of the present year, the enrollment reached 80, the belonging 64, and the average attendance 46.

There has been no change in the organization of the school. It still occupies a room in the Browne school house. The forty-eight regular seats are supplemented with ordinary hall settees. Two teachers are employed in the room. Much confusion necessarily arises, especially when the attendance is large. But to the casual visitor it is a marvel how so much progress is made. The patience, perseverance, untiring fidelity of the teachers, who are doing this work, are remarkable.

The free text-book law has been a great aid to this school. Heretofore, the children have been inadequately supplied with books, slates and stationery. Now they are as well supplied as any pupils in the city.

At our request the teachers have prepared a brief statement of the method pursued here. It is instructive as well as interesting.

For the Committee,

WINFIELD S. NEVINS, Chairman.

NAUMKEAG SCHOOL, Dec. 10, 1884.

We have as pupils, only those Canadian French children who speak no English, or too little to understand, or to make themselves understood in an English room, where their progress would be very slow. Therefore the object of our room is to teach these children first to speak, read and write simple, useful English.

Of course we begin with pictures, objects, all the objects used by the pupil in school; the furniture of our room; the things seen in the street; the parts of the bodies; in fact, all the objects whose names we think it necessary for the child to know to make his way through an English speaking community.

These names of objects give them their vocabulary. The words are taken one at a time, simplest first, read, written and always given in French to see that the right idea is in mind; then combine into phrases and sentences, after which they are given books. They readily learn to give the meaning of the nouns in French, and as they go on, to translate easy sentences. After the chart lessons are reviewed from the board, the pupils are given the primers. We think it necessary to have everything translated into French and repeated many times; even then some of their mistakes are very funny. For instance, I have known a pupil to translate the pronoun, we, by the French oui, yes, after several corrections. So strong are first impressions, and so natural it is that they connect the words with French words of the same or similar sounds. Take the word sly, a hard word to explain to them anyway, and they want to translate it by glisser, to slide.

We use all the means we have, such as little games, Mother Goose, easy poetry that jingles, easy object lessons, etc. The pupils are taught by the use of objects, to count in English, no French being used in naming the numbers. After they have made sufficient progress in counting, easy combinations in addition are given them. The pupils progress much more rapidly in numbers than in reading.

While we keep this idea of teaching English foremost, we try at the same time to follow the school course, in order that the scholar may be promoted to some class in our graded schools.

One can better imagine our work than we can briefly explain it. Think what it is to teach discipline and care for these children, fully a third of whom understand no word of your language, and even if we speak a little of theirs, there are many times and places where we cannot do or explain with a nicety.

SARAH P. CLEMONS, Principal.

# REPORT OF COMMITTEE ON EVENING SCHOOLS.

IN SCHOOL COMMITTEE, SALEM, October 20, 1884.

The Committee on Evening Schools, present their report for the School term of 1883 and 1884.

The school for girls was opened on the evening of December 3, 1883, under the charge of Miss M. E. Rowley, with one assistant, and was continued until the last of March, holding seventy-four sessions.

The number of pupils registered was fifty-four, among whom were ten Swedish girls who could speak but little English. A Swedish lady was hired to teach them and also to teach at the boys' school, on two evenings per week, there being several Swedes at that school; but after a few weeks she was discharged, the attendance having fallen off, and the few who remained preferring to be under our regular teachers.

The average attendance was, in

December, 19, January, 17, February, 12, March, 8,

showing, as has been the rule for several years, a gradual diminishing in attendance from the beginning to the end of the term.

This average is not a fair statement of the attendance, for these pupils were not able (owing to the nature of their occupations) to attend school every evening; some coming but two or three evenings in a week. One girl was at school throughout the whole term, seventy-four evenings; another seventy-three; of the remainder, the attendance was variable.

The studies pursued were reading, writing, spelling and arithmetic. Of those who entered the school, there were sixteen who could neither read nor write, nor yet tell one figure from another, which of course necessitated individual teaching; but toward the middle of the term they had progressed so much that a class was formed and thus they were greatly helped by hearing the recitations.

The school for boys was held in the Town Hall, the use of which was granted us by the City Council, who fitted it with seats and desks, put in an additional stove and also increased the number of lights, making a very comfortable school room for us, and with which the committee, the teachers and the scholars were well pleased.

The school was opened December 17, 1883, under the charge of Mr. E. T. McCarthy with six assistants, and an attendance of 105 scholars, which number was increased during the week to 146, that being the largest number present on any evening.

The average attendance was, in

December, 117, January, 93, February, 62, March, 31.

There were sixty-nine sessions held, averaging seventyone. Owing to the decrease in the number of scholars, two assistants were discharged on the 1st of March. The usual studies were pursued, also book-keeping, in which there was quite a large class of young men, who were very punctual in their attendance and diligent in study.

The efforts of the Principal and his assistants to preserve discipline, which was much needed, especially by the younger scholars, is worthy of commendation, added to these, the good counsel of the Chairman of the School Board, whose frequent visits to both schools gave great encouragement to the teachers, enabled us to have a very quiet and orderly school.

Our thanks are also due for the visits made by members of the Board.

For the Committee,

N. H. MILLETT, Chairman.

# REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, SALEM, Dec. 17, 1884.

In the Department of Music there has been a decided advance in the latter part of the year. The teacher, Mr. H. O. Upton has grown wonted to his place, and in consequence has been able to achieve more satisfactory results. Since the opening of the fall term, he has introduced into the schools a series of musical charts of his own preparation, which promises to serve a valuable purpose both for beginners and for those more advanced. He shows a commendable zeal in his work, and with a fair scare of co-operation on the part of the teachers, still larger success may be hoped for in the future.

It is desirable that both teachers and scholars should understand that music is really one of the prescribed studies, as arithmetic or geography, and all attempts to slur it or slight it on the part of the pupils should be discouraged and reproved by the teachers. It is specially important that teachers should see that proper order is secured during the hours of musical instruction. This is their responsibility. Without decorum and attention, the best of teaching will avail but little, and the discipline of the schools is the charge of the principals and assistants and not of the musical instructor.

E. S. ATWOOD, HUBBARD BREED, GEO. B. MELCHER,

# REPORT OF COMMITTEE ON DRAWING.

In School Committee, Salem, Dec. 15, 1884.

The Committee on Drawing respectfully report that the school was opened on the evening of January 3, 1884, the freehand department being under the charge of Mr. Macpherson as Principal, and Miss Lucy Hood as assistant. One hundred and forty pupils were admitted in this department, while about forty were turned away on account of lack of room and accommodations.

The average attendance was:

January, 114, February, 92, March, 93, April, 91,

or an average attendance for the whole term, of ninety-seven. The term was for the most part satisfactory, the pupils with but few exceptions showing a desire to profit by the instruction given and to abide by the rules adopted for the management of the school. The only matter of regret was in the fact that several of the younger pupils became so inattentive to their work, and disorderly in their conduct, that their dismissal from the school was rendered necessary. The Committee afterwards readmitted some of them conditioned on good behavior and faithful work, and from that

time to the close of the school the discipline was excellent and results of the work very gratifying.

The course of studies in the freehand department consisted of drawing in pencil from flat copies, object drawing, pen and ink drawing, perspective, copying Allonge charcoal studies and water colors.

The school closed on the evening of the £0th of April, with an attendance of sixty pupils.

In the mechanical department which was under the charge and instruction of Mr. Wm. D. Dennis, the average attendance was twenty-three, the largest number on any one evening being forty-one, the smallest ten. The work of this department was most excellent and the conduct of the pupils always commendable.

The Committee feel that great praise is due to the teachers in both departments for their fidelity and earnest efforts to carry out the wishes of the Committee and to attain the good results contemplated in the statute laws providing for the maintenance of free drawing schools.

For the Committee,

J. FRANK DALTON, Chairman.

# REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

Since the last annual report, there have been two examinations under the rules established for the examination of applicants for position on the accepted list of candidates, viz: one in December, 1883, and one in July, 1884, and there is another examination in progress for the present month.

As to the examination of December, 1883, three applicants only, appeared, and these were looking for a position in the Grammar or Primary Schools. They were examined in Reading, Spelling, Grammar, Geography, History and Arithmetic.

The percentage obtained by them, as reported by the examining board were low, the highest being 70.1. and the lowest 53.1, and neither one of the applicants obtained more than 40 per cent. in Arithmetic; one of them indeed getting only 14 per cent. in that branch. The Committee on Examinations consequently refused to accept them. These applicants were informed however, that they would not be barred from any future examination. At this time the teachers appointed as an examining board

were Messrs. Goodrich of the High School, Havward of the Pickering, and Bigelow of the Phillips School.

In June of the present year, another examination was held, and Messrs. Dodge of the High School. Hayward of the Pickering, and Stone of Saltonstall, were appointed.

At this time twenty applicants were examined in the above-mentioned branches, and ten of these succeeded in obtaining a percentage of 70 or over. Of these ten, seven were put upon the list of candidates, the other three not desiring to teach at present. In the case of the rest of them, most of the percentages were quite low. At this examination, the three who failed to pass at the previous one. tried again, and one of them was accepted; the other two doing not much better than before; and this fact of course, tells somewhat in favor of these examinations as a test of fitness.

At the present December examination, twenty will be notified to appear who intend to teach immediately, as it is not thought desirable to be put to this trouble and expense. simply to furnish certificates of proficiency to be used at some future time, in, perhaps, some remote place.

There are now about fifty names on the accepted list of candidates, most of whom live in Salem. number of these, however, have lately obtained employment, so that forty would perhaps be a fair estimate of the size of the list. This number seems full large enough to prevent any present anxiety that there will not be sufficient candidates for vacancies as they occur, and our attention should be directed to perfecting our tests of fitness; as where there are no tests or only formal ones, teachers will frequently be imposed upon the schools, more on account of their having greater assurance, than on account of their real merit.

Thus far, the examinations as now established, have appeared to produce good results. Certainly, under them, no persons can now be placed among the favored ones, unless they are fairly qualified to be teachers.

Doubtless some persons are naturally better fitted to teach than others. Nothing but experience, however, can determine who they are. When such persons are found, their natural qualifications make up largely for their deficiencies in other respects. But a great injury is indeed done to that school when teachers are employed, who, in addition to a natural inaptitude, are destitute of a fair proficiency in the studies they assume to teach.

For the Committee,

CHARLES W. RICHARDSON, Chairman.

# REPORT OF COMMITTEE ON VENTILATION, TEMPERATURE, ETC.

In School Committee, Salem, June 16, 1884.

The Committee to which was referred the order relating to temperature, eyesight and ventilation in the public schools, respectfully submits the following report:

Your committee has not examined all the schools. Having examined several of each grade and found the same conditions existing in each, we deemed farther examination needless.

It is true that when asked to read or write without farther instruction, pupils leaned over their desks to within from six to ten inches of the book; one would naturally infer on seeing this, that such children were near-sighted. Nothing of the kind. It is mere force of habit and bad habit too. The worst of these cases were tested by writing on the blackboard at the opposite side of the room.

In nearly every instance the child could read small letters readily. The conclusion at which we arrive is, that pupils stoop over to read or write from force of the pernicious habit, rather than necessity. It is injurious in every sense. It may make children near-sighted in time. It

does make them round-shouldered. It tends to the injury of the lungs. It narrows the chest. It has not one redeeming feature and should be corrected at once. In the opinion of your committee it would be better to devote the first term of school to teaching children how to study, especially with reference to positions of the body, than to allow these bad habits. We regret to record that in some of our schools, teachers direct children to assume the unnatural and injurious side-position in writing. No words are too strong to use in condemnation of this habit. It should be abandoned at once. Children should be required to sit nearly erect, facing the desk, shoulders thrown well back, paper turned slightly to the left.

So far as relates to the condition of the eyesight of the pupils, your committee have made a careful and thorough investigation as to the present status and also as to the influences of the surroundings of the school rooms, upon the vision.

The committee was surprised to find so few cases of near-sightedness. School after school was examined, only one or two cases, here and there, being found. Nearly all of these had been so from their earliest years.

Favorable changes may be, and should be made, in order that the light should enter the rooms and strike upon the desks of the pupils and upon the blackboards in a different manner. This may be accomplished in part by some instructions given to the teachers and in part by a re-arrangement of the school furniture.

Regarding the temperature and ventilation we would report, that in nine out of ten rooms which we visit, the temperature is too high; that is, above seventy. In a great many the thermometer frequently registers seventy-five or

eighty degrees. This is all wrong, and in most cases needless. In most of our school-houses more or less ventilating apparatus is provided and the heat can be shut off. Whenever the windows can be lowered from the top it should be done if the ordinary ventilators are insufficient. Of the numerous patent ventilators we have not a high opinion. In spring and fall they afford only partial relief, and they create just as much draft as any other method of getting rid of the same amount of air. In one school visited, several of the patent ventilators were already so out of order as to be practically useless.

The temperature in a school room should never go above seventy nor below sixty five degrees. There are a few rooms where the registers do not close tightly and in moderate weather the heat cannot be checked. We found one such in the Lincoln School, where, with windows and doors open, the thermometer was seventy-eight degrees above.

We have made diligent inquiry for a case of over-study, even going to the extent of asking for one through the newspapers. We cannot find a case, nor can we find any one who knows of such. We do learn of instances where children have become a little nervous over an examination, but to no greater extent than would an adult who was anxious about the result of anything in which he or she was deeply interested. One or two grammar school teachers give it as their opinion that under the system of frequent written examinations which formerly prevailed, temporary injury to the pupil sometimes resulted. In their opinion there is nothing injurious in the present mode of examinations. Your Committee is strongly of the opinion that there are no cases of injury from over-study, and that there is nothing in the course of study which would call for such from a child

in sufficiently good health to be fit to attend school. There are children in the public schools who doubtless ought not to be there, owing to some physical disorder. There are undoubtedly cases where children do so much work of some kind out of school as to make the school course a burden to This is not the fault of the school, but of the parents, in the latter case, and the misfortune of the pupil in the other. We cannot close this portion of our report without suggesting that much of this outery about over-study in the public schools is entirely needless and in most cases made by those who know nothing about the matter. In the opinion of your Committee there is more danger of under-study than over-study. If our school rooms can be well ventilated, the stemperature kept down to a proper point, the pupils required to sit in proper positions, and kept off the streets nights, we have no fear of their receiving any great injury in school. Whatever system we adopt, however judiciously we administer it, we cannot be expected to protect the children against all the ills to which flesh is heir. writer in The Nineteenth Century well says: "As long as there are sickly and nervous, precocious and dull children, as long as there is sin, sorrow and suffering among the parents, so long will overstrain occur." "The line must be drawn somewhere, and wherever it is drawn there will be some difficulties and some hardships. However high and however low, it will be too low or too high for some." Whoever heard of a dullard being injured by overwork? It is the bright, precocious pupil, if any, who breaks down, not because the school course, is too difficult, but because he or she is allowed to overwork, overstudy, out of the school room. Parents, not teachers, have the power to prevent this.

We would suggest that a permanent committee should be appointed to have charge of the hygiene of the schools with power to act in the premises under direction of the Board.

It would conduce to the welfare of the schools should a few, simple and imperative rules in relation to ventilation, eye sight, etc., be furnished to each teacher and made so conspicuous in the school-room as to be constantly brought to the attention of the teachers.

We desire in this connection, as bearing somewhat on the physical condition of the children, to call attention to the necessity of cleanliness on the part of the pupils when they come to school.

W. S. NEVINS,
J. P. FESSENDEN,
N. H. MILLETT,

Committee.

# REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

The Committee on Printing and Supplies would respectfully submit an annual report, notwithstanding we fail to find any order or rule in the School Board regulations, requiring one.

We consider it necessary however, to inform the Board of our labor and expenditures, and therefore follow the example of our predecessors; and at the same time respectfully suggest, that some rule should be adopted, making an annual report obligatory hereafter.

Our committee have been called together twenty-seven times during the year.

At the beginning of the year we adopted the rules of last years' committee regarding the issuing of supplies to the schools, which required teachers and janitors to submit written applications for the same, direct to this Committee; these requisitions were examined at regular meetings, the first and third Monday of each month, and such articles as were deemed necessary were issued.

This rule was continued for the first three months of the year until the following order was adopted by the Board.

Ordered. That from the date of the passage of this order, all supplies for the use of the teachers and pupils of the public schools, and the janitors of the school buildings now issued by this Board, through its Committee on Printing and Supplies, shall be furnished upon the requisition of the Principals, bearing the approval in writing, of the Sub-Committee of the School for which the supplies are required, and upon receipt of such requisitions at the office of the Secretary of the Board, the supplies called for shall be at once furnished by the Secretary from the supplies on hand and in his custody; and the Committee on Printing and Supplies are hereby instructed to cause a sufficient quantity of supplies to be kept constantly on hand, to meet such requisitions as may be presented.

The Committee on Printing and Supplies appointed in January sent in their resignations which were accepted, and a new committee was appointed March 25, 1884. It was not now deemed necessary to hold regular meetings, and since that time, all meetings have been held at the call of the Chairman of the Committee, for the purpose of making contracts for printing or supplies, and approval of the monthly bills; and regarding the contracts for printing, the Committee would call attention to the fact that the rules of the Board require the printing of the annual school report to be done by the Executive Committee; and suggest a change so that the expense of this printing should be charged in the expenditures of this department.

Our Committee notice in the distribution of supplies since the adoption of the above order, an increasing call for more supplies, and a larger assortment.

At about the same time that the Board adopted the order regulating the issuing of supplies, the State Legislature enacted a law of which the following is a copy and the notice thereof.

STATE HOUSE, Boston, March 25, 1884.

To the School Committees:

#### FREE TEXT BOOKS AND SUPPLIES.

The following law has been enacted by the Legislature of Massachusetts, and approved by the Governor.

Section 1. The School Committee of every city and town shall purchase, at the expense of said city or town, text books and other school supplies used in the public schools, and said text books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as to care and custody as the School Committee may prescribe.

Section 2. Pupils supplied with text books at the time of the passage of this act, shall not be supplied with similar books by the Committee until needed.

Section 3. This act shall take effect upon the first day of August, 1884.

Acting under the provisions of this statute, we sent a request to the principals of all the schools asking for a list of supplies needed for the term commencing in September; these requisitions were presented at a meeting of the Board for information, and were then approved by the Sub-Committee of each school and on such approval the supplies were issued.

The monthly expenses of this department during the fiscal year ending Nov. 30, 1884, amounted as follows:

December, '83,	\$ 99.29.	June,	\$ 200.61.
January,	90.83.	July,	12.80.
February,	36.00	August,	1091.62.
March,	57.25.	September	, 626.11.
April,	142.62.	October,	29.94.
May,	71.88.	November	, 216.00

making a total of \$2674.95.

The large amounts during August and September were owing to the large contracts for supplies under the new law, and we now have onhand stored in the basement of City Hall, supplies to the value of about \$475, estimated enough for the remainder of the school term and consisting as follows: 26 gross slate pencils, (large and small sizes), 56 gross lead pencils, 6 gross pen holders, 50 gross pens, 8 dozen black-board erasers, 22 dozen maple rulers, 125 dozen rubber erasers, 1 case chalk (100 boxes) 7 dozen slates, 70 dozen paper blocks, 100 dozen brown paper books, 50 dozen composition books, 90 dozen writing books, sponges, etc.

Our Committee sent a communication to the Committee on Public Property requesting the use for storage purposes of a portion of the Telephone room, it being much more convenient than the basement and being formerly used by this department: it is hoped our request will soon be granted.

In closing our report we desire to express our thanks to the Secretary of the Board, the Clerk of our Committee, for his unremitting labors especially during the summer vacation, thus enabling all the schools to be furnished with all supplies asked for, on the opening day in September.

For the Committee,

EDWIN H. DODGE, Chairman.

# REPORT OF THE COMMITTEE ON TEXT BOOKS.

In School Committee, Salem, Dec. 15, 1884.

To the School Board of the City of Salem:

By an act of the State Legislature, passed at its last session, it became the law, that all cities and towns in the State, should supply text books to the scholars in the public schools, free of cost to the same, under such regulations as the several school committees should establish.

The text of the law is as follows:

"The school committee of every city and town, shall purchase at the expense of said city or town, text books and other school supplies used in the public schools and said text books and supplies shall be loaned to the pupils of said public schools, free of charge, subject to such rules and regulations, as to care and custody, as the school committee shall prescribe.

Pupils supplied with text books at the passage of this act, shall not be supplied with similar books by the committee, until needed.

This act shall take effect upon the 1st day of August, 1884."

In conformity with the provisions of this law, in the

month of June last, a committee under the title of "Committee on Text Books," was appointed by the School Board, consisting of one member of the High, two of the Grammar and two of the Primary School Committee. Upon entering on their duties, the Committee addressed a communication to each of the teachers in the schools, requesting them to return a list of the number of the different books, suitable for use, belonging to the city, in each room, and also the number in the hands of the pupils and owned by them, likewise in a fit condition for use; this to serve as a basis upon which to estimate the number of text books it would be necessary to supply. The returns sent in were not so complete and intelligible as could be wished, owing to some misunderstanding on the part of a portion of the teachers and did not afford information to the extent desired, when made. Early in August the Committee entered into correspondence with the publishers and sellers of the various text books in use in our schools, seeking proposals for furnishing the necessary supplies of the same. No time was lost in consummating the contracts. Some little delay occurred in the supply of books on the part of the contractors and in procuring a suitable paper for covering the same, but by the close of the first week of the term, all the schools had been supplied, so far as books were needed at that time. Nearly all the books, a few being excepted, which could not well be covered before being placed in the school room, were well covered with a very durable paper, properly fastened upon each volume and upon the outside of each was placed a label bearing the name of the book and upon the inside still another was attached, designating it as the property of the city and stating the regulations for the use and care of the books.

The following statement shows the number of books supplied to each different grade of schools, together with the cost thereof, up to the present time and also the amount expended for paper and covering:

11 34 TT 1 C 1 . . 1

Num	ber of	books	supplied	to	High School	1,137
66	6.6	66	46	66	Grammar "	11,887
66	66	66	66	66	Primary "	3,976
Tota	l num	ber of	books su	ppl	ied	17,000
44	cost	of the	same			\$6,226.44
66	66	" pa	per and e	exp	ense of covering	289.06
66	44	" bo	oks and c	ov	ering	6,515.50

The Committee would suggest, that in view of the fact that in one instance at least, refusal has been made on the part of a parent to replace a book either lost or destroyed, when requested so to do by the teacher, under the direction of the Committee, some action should be taken by the Board, authorizing the Committee on Text Books, to adopt such rules and regulations, for the care and custody of the books, as they may judge proper.

The Committee deem it their duty to further suggest, that in their opinion so great a variety of text or supplementary books is unnecessary and entails an expense which might profitably be avoided, by limiting the variety in some directions.

Of the books purchased, there are now on hand, in the office of the Secretary, five hundred and twenty volumes, which supply is being almost daily drawn upon and will before long, probably, be in use in the schools.

JOS. P. FESSENDEN, Chairman.

# APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1880.	1881.	1882.	1883.	1884.
Whole number of such,	4862	4900	4870	4913	5212
Number of same, at school,	4180	4285	4274	4387	4631
Number of same, not there,	682	615	596	526	581

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrollment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

	1880*.	1881.	1882.	1883.	188 <sup>1</sup> .
Number of such, over 15 years old,	389	460	484	545	529
Number of all ages, at school.	4569	4745	4758	4952	5160
Of whom there were in private schools,	1210	1281	1264	1340	1383
Number of all ages, in public schools,	3359	3464	3494	3592	3777

<sup>\*</sup>The column of 1880 will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for imperfections in the census.

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1884.

ATE	D. OF	.1ATOT	281	131	166	251	390	164	1383
T PRI	WHOLE NO. OF SUCH.	emrs.	247	<del>1</del> 6	143	231	314	152	1181
CEA	WHG	BOYS,	34	37	53	20	92	12	202
ENDAN, ETC.		REFORM	29	:	:	:	:	:	29
OF ATTENDAN SCHOOLS, ETC.		CHARIT UTITSZI	:	:	:	:	55	:	55
TION O	.HTA	вом. С	227	55	96	204	226	146	954
CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.		PRIVATE	24	02	62	9†	106	16	324
CLAS	es, etc.	Corre	_	9	00	-	က	61	21
vers.	OR VE	IATOT	1063	<b>\$74</b>	189	972	1413	788	5741
ER 15	· 7 V	тот	92	86	96	0.2	101	88	529
NO. OF SCHOLARS OVER YEARS OLD.	IN PRIVATE SCHOOLS, ETC.	eirrs.	24	25	36	15	23	12	135
SCHOLARS O YEARS OLD.	PRI	BOYS.	13	14	15	9	9	10	19
OF SCI	IN PUBLIC SCHOOLS.	cirls.	20	31	20	21	35	34	161
	PU	BOYs,	19	58	25	28	37	32	169
ND 15	. т.	тоТ	286	776	535	905	1312	200	5212
EN 5 A	NOT ATTENDING SCHOOL.	eners.	46	8	19	85	98	30	262
STWE	NOT	BOYS,	17	0#	28	47	86	35	319
NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.	IN PRIVATE SCHOOLS, ETC.	eible.	215	71	105	212	287	140	1030
TEDE	PRI SÇII E	BOYS.	29	21	10	18	74	67	154
OF CH	IN PUBLIC SCHOOLS.	eires.	255	253	138	219	289	184	1338
NO.	PU	BOYS.	371	343	235	373	478	309	2109
D,	яум		I.	Π.	III.	IV.	٧.	VI.	Total

Ages of pupils in September, 1883, when entering the grades severally enumerated:—

			Ole	lest	You	ngest	$\Delta v\epsilon$	erage
			Pu	pil.	Pυ	ıpil.	$\Lambda_{i}$	ge.
			yr.	mo.	yr.	mo.	yr.	mo.
High School, Senior	Cla	ss,	18	10	16	1	17	7
Sub-Se	enio	r,	18	6	14	7	16	6-
Ex-Ju	nior	,	18	1	13	4	15	9
Junio	r,		17	9	12	2	15	1
Grammar Schools, C	lass	I.	17	6	11	11	14	4
	6.6	II.	17	3	10	11	13	9
	6.6	III.	16	5	10	3	12	8-
	6.6	IV.	16		8	5	12	1
	66	V.	15		7.	7	10	9
Primary Schools,	44	I.	15	6	6	11	9	11
	6.6	II.	15	10	6	2	8	11
	66	III.	12	11	5		7	7
	46	IV.	11	11	4	10	6	3

Number of graduations or promotions to higher schools, July, 1884:—

Primary Schools: Bentley, 22; Bertram, 32; Browne, 46; Carlton, 27; Endicott, 33; Lincoln, 32; Lynde, 26; Oliver, 48; Pickman, 19; Prescott, 35; Upham, 36; Total, 356.

Grammar Schools: Bentley, 9; Bowditch, 35; Phillips, 24; Pickering, 19; Saltonstall, 29. Total, 116.

High School, 26.

## TRUANT OFFICERS.

Account of service of truant officer for the school year 1883-84:—visits to school, 1,763; attendance at court, 23 times; regular attendance at the Evening School for Boys, besides visits at mills, etc., reports to Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2924, as follows:

High School, 11.

Grammar Schools:—Bentley, 24; Bowditch, 726; Phillips, 476; Pickering, 28; Saltonstall, 218; Total, 1472.

Primary Schools:—Bentley, 4; Bertram, 0; Browne, 571; Carlton, 31; Endicott, 173; Lincoln, 28; Oliver, 19; Lynde, 145; Pickman, 346; Prescott, 94; Upham, 2; Total, 1413.

Naumkeag School, 28.

Cases of truancy discovered, 424, as follows:-

High School, 5.

Grammar Schools:—Bentley, 0; Bowditch, 153; Phillips, 61; Pickering, 9; Saltonstall, 13. Total, 236.

Primary Schools:—Bentley, 1; Bertram, 0; Browne, 43; Carlton, 19; Endicott, 60; Lincoln, 12; Oliver, 10; Lynde, 16; Pickman, 9; Prescott, 13; Upham, 0; Total, 183.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the terms:—

High School, \$50 00 per year; \$25 00 each payment. Grammar Schools, 30 00 " " 15 00 " " " Frimary Schools, 20 00 " " 10 00 " "

A.—STATISTICS FROM SEPTEMBER, 1883, TO JULY, 1884.

The color   The			NC	MBEI	E E	NR01	NUMBERS ENROLLED.			V	AVERAGE DAILY BELONGING.	GE I	AILY	BE	LONG	GING		V.	AVERAGE DAILY ATTENDANCE.	GE D	AILY	AT	FEND	ANCI	å
The color of the	SCHOOL.	's:	·su	ž	OTH	SEX	ES B	`>	·TV	183	rs.	=	OTH	SEX	ES B	Y	'VV'	rs.	·sr:		ОТН	SEX ASSI	ES B	, l	'TV
1		1901	8119	н	II	III	IV	-	TOT	юя	епв	H	П	III	IV	<b>D</b>	LOT	180	CIE	I	11	H	IV	>	LOT
183   183   183   184   185	High	1	, -	24	183	49	7.9	1	185	Ī		21	31	94	7.5	Ī	170	1	1	121	31	45	17	T	168
10   10   10   10   10   10   10   10	GRAMMAR: Bentley	13	182	#:	31	42	200	4	182	13	170	- 21	28	38	# 3	84	170	18	148	==	125	20.0	37	141	148
11   12   13   14   15   15   15   15   15   15   15	Sowditen Phillips	278	22   23	35.5	288	Z 7 3	747	383	15000	253	163	35	-53	38 5	021	84	253	23.58	£ 12	185	582	588	25 F	123	231
1907   558   154   223   226   404   448   1,465   810   513   142   201   213   359   408   1,523   745   465   135   184   194   324   371	Saltonstall	195	114	35	87	37	86	288	303	174	103	2 83	325	34	87.	248	277	161	96	31	3 #5	252	13	<del>2</del> <del>2</del>	257
No.   11   15   15   15   15   15   15   1	lotal Gram.	206				-	-	4-18	1,465	810	513	142	_	-	_	108	1,323	743	465	135	184	194		371	1,208
No.   11   25   25   25   25   25   25   25	PRIMARY.		1001	1:5	£.	-	023		100		169	26	-	5	15		169	1	198	- 8	255	큕	30	-	198
20x         124         75         51         55         104         70         83         -         25         144         70         83         -         25         145         65         53         56         53         56         15         70         15         65         15         55         60         17         70         83         40         17         16         83         83         84         16         16         83         83         84         16         16         83         83         84         17         16         83         84         17         16         83         84         17         16         83         84         17         16         83         84         17         16         83         84         17         16         83         84         17         18         17         18         17         18         17         18	Sertram	150	71	330	3 23	53 1	46		157	19	99	8 68	F 55	200	3 8	1	135	67	24	3	27	27	32	1	115
1.5   1.5	Вгомпе	208	124	19	15	26	108	1	332	170	85	3	+1	20	83	1	255	145	65	53	35	9	62	ŀ	210
133	arlton	35	69	27	56	57	93	1	161	85	63	27	28	37	92	I	348	22.5		24	23.5	8	7	1	125
153   154	Sudjeott	£1	+ 1	37	32	<b>=</b> 8	3 8	1	021	911	<u>ක</u> ද	32	200	200	G# 5	İ	155	001	82	38	3 8	,	8 5		3 5
130   90   50   44   57   72   220   117   71   48   41   50   55   2   194   102   67   45   36   45   45   45   45   45   45   45   4	Linconn	946	2	7 2	0 13	0.00	8 3		976	914	20	8 <del>T</del>	00 17	00 7	2 %		914	2 62	5	3 %	? <del> </del>	800	3 33		183
175   29   24   35   45     104   64   29   20   34     84   55     178   112   39   38   43     188   118	liver	130	06	1 00	37	27.0	127		220	=======================================	17	- e	7	200	113	١	194	102	67	45	8	45	+3	i	169
141   554   366   422   193   656	'ickman	10	65	24	35	12	1	)	101	3	20	20	30	75	1	1	交	55	16	13	25	28	1	1	7.1
1340   35   25   24   24   25   25   25   25   2	rescott	141	古音	98	42	61	89	I	195	130	<del>2</del> <del>1</del> <del>1</del> <del>1</del>	35	# 5	55	50.0	1	178	112	89	27 cc	88 6 88 6	00 00 00 00	43		151
90  53   -  -  -  -  143	otal Primary	1,340				9	133	1	2,186	1,190			-		599	1-	1.883	1,028	560	364	352	103	69†	-	1,588
-   -   -   -   -   -   -   -   -   -	aumkeag	106	- 55		1	1	I	11	1	11	32	1	1	T	1	I	62	36	22	L	1	1	Ī	I	58
	otal Schools	1	1	1					3,979	1	1	1	1	1	1	1	3,455	1 1	1			1	ī		3,022

# B.—STATISTICS SUPPLEMENTARY. 1883-4.

ors.	stor lots Square	Size oni ni Peel	12,104	19,450	24,200	10,000	20,040	069,76		20,300	12,975	18,085	042,11	10,100	10.890	15,380	12,357	24,100	150,527	1	260,321
BUILDINGS AND LOTS.	tion.	enls7	\$20,000	30,000	85,000	90,100	16,000	\$184,137		13,030	20,000	10,000	16,000	000,00	15,000	9,000	10,000	13,000	\$132,030	1	\$336,167
TEDING	delled.	ешен	1871	I	1	]	1 1	1			1870	1	ı		18-87	1	T	1	1	1	1
BU	·pə	Erecte	1855	1861	1870	1000	1874	1		1879	1847	1875	1001	1811	1818	1872	1871	1851	I	1	T
75	C.	Total	224	161	539	000	330	1 588	20.1	192	357	5,7	+17 +02	287	252	<b>±</b>	210	191	2,422	8	4,282
SONIGIOUS STORY OF STREET	ES.	7	1.	200	147	£ I	36	438			I	1	1	I			I	1	1	1	1
15 310	BY CLASSES	IV	1	87	147	25	38	136	5	9 2	108	26	ရွ	9 19	10+01	8	09	23	0+2	1	1
0.00	BY CI	111	1	24	86	0,1	£ 84	291	2	ç <u>«</u>	104	G# ;	200	Ø 10 + 10	3 23	1 1	20	#	554	1	1
INCL	1	п	ì	1	88	Ø #	188	194	70	32	26	\$ ;	90	# £	2 4	<u>~</u>	20	#	296	1	1
		1	1	4	G# 3	77.5	<del>2</del> 3	229	- 22	32	<b>%</b>	0g;	9	100 C	3 %	8	20	#	532	48	1
Дрп	00.01	ZumZ roor	62	7	= "		+1-	88		4 4	<u>.</u>	-j	4 -	<del> </del> 10	. xc	. 00	+	₹	34	г	8
10 . [001	me, Xo. mai Sch duates.		7	-	10	# 3	N 10	22	6	0 01	, 20	οų ,	ì	00	3 6	1 00	ಣ	21	31	57	. 59
	ers Dec.		œ	4	27	- 4	41-	34	-	+ ++	t~		d* 1	0 10	4ء د	1 00	+	+	48	27	95
-qn -une	lays' ent of s ent of s es, '83-'8-	Halt-c ploym stitute	0	45	17	96	0 0	451	0	0	ಣ		300	9 0	101	000	7	157	734	3	1,188
sp-	e of Tea 1883-84.	's.iə	+	51	20	07	S 61	111	00	21	6	7	111	25	7 6	000	00	172	830	14	1,319
	of Cor amisim	ralbr	+	0	208	177	65	419	-	5 =	06	0	56	3:	# 5	1 -	#	9	197	13	002
	T losys 8-883.		17	0	222	69	15	329	0	N 0	7.	#	09	25	126	3 =	68	0	300	15	661
	16T 10 .48-8881 ,	Sases Ress	314	135	1,574	185	134	2,868	900	171	663	308	658	399	n 000	100	395	3338	4,764	436	8,382
		ryera Iquq Igyq	21	37	888			37	8	220	30	31	33	ee t	10	76	88	36	33	59	31
	18-831 ;		-86	68	5	35	# S	92	í	98	8	85	***	, x	1 t	0 00	27.00	œ	85	#	87
	School.		High	GRAMMAR:	Bowditch	Phillips	Pickering Saltonstall	Fotal, Gram.	PRIMARY;	Bentley Bertram	Browne	Carlton	Endicott	lincoln	Lynde	Miver	Prescott	phani	otal, Primary	Vaumkeag	otal Schools.

## GRADUATES, JULY, 1884.

#### HIGH SCHOOL-FOUR YEARS' COURSE.

Samuel Amory Goodhue, Lincoln Baker Goodrich, Horace Ware Hanson, Frederick Keffer Kelham,

nue, Richard Clarke Manning, Jr.
ch, Peter Joseph O'Callaghan,
, William Gibbons Rantoul,
nam, Walter Pearce Richardson,
Joseph Francis Walsh.

Jane Edith Andrews Bartlett, Carrie Quincy Cate, Abbie Helen Earle, Mary Bond Harrington, Minnie Ingersoll Hutchinson, Jennie Prentiss Hyde, Madge Hutchinson Mackenzie, Lillabel Mooney, Catharine Frances Redmond, Sara Isabel Sanger, Susan Emily Smalley, Mary Wilder Tileston.

#### THREE YEARS' COURSE.

Harry Perkins Benson, Henry Colford Gauss, Francis Rowland Safford, John Gellison Waters, Daniel Safford,

#### GRAMMAR SCHOOLS.

[Those marked with a \*entered the High School.]

#### BENTLEY GRAMMAR.

Lena R. Arrington,

\*Mary A. Grant,

\*Alice G. Lucie,

\*Maud Lyman,

\*Mary St. Reeves, Jessie C. Rogers, \*Ethel M. Ryder, Laura M. Steele,

\*Florence A. Woodbury.

#### BOWDITCH GRAMMAR.

\*Charles P. Buckley,
\*Henry L. Colby,
\*Edward F. Carlton,
\*Daniel J. Carney,
\*Joseph Fessenden,
Daniel Folan,

\*Caroline L. Allen,
\*Frances E. Bard,
\*Louise M. Burgess,
Annie F. Derby,
Nellie E. Davenport.
Lizzie M. Duffee,
\*Lilly J. Eckford,
\*Alice B. Felt,
\*Gertrule E. Harding,

\*Bessie B. Lord,
\*Abbie M. Luscomb,

\*Warren R. Bowen,

\*George A. Frye,

\*William P. Kelley,

\*Arthur F. Quimby,

\*Edward A. Southwick,

\*Urban M. Williams,

\*Edward J. Connelly,

\*Nellie S. Manning,
\*Helen M. Merrill,
Annie L. Pitman,
\*Edna I. Pitts,
\*Martha T. Pond
Ada A. Remick,
\*Gertrude C. Smith,
Maryland V. Towns,
\*Harriet I. Wilkins,
\*Elizabeth A. Samman,
Josephine A. Millett,

\*Mary E. Sawyer.

#### PHILLIPS GRAMMAR.

\*William F. Chapple,
Albert E. Covell,
\*Frederick C. T. Davis,
\*Sylvester J. Farrel,
\*William A. Fullam,
\*Arthur T. Hitchings,
\*Joseph H. Kenny,
Frederick B. Lambert,
Frederick I. Lendholm,
\*Harry C. Low,
James J. Lynch,

George A. May,
William Nash,
\*John B. Peterson,
Charles C. Porter,
\*John N. J. Roche,
\*Charles C. Rogers,
Harry W. Thompson,
George F. Tilton,
\*William C. Waters, Jr.,
\*James J. Welsh, Jr.,
\*William L. Welch, Jr.,
Fred: B. Hodgdon.

#### PICKERING SCHOOL.

George W. H. Dwinell, \*Augustus J. Founk,

William H. Rudderham, James W. Sederquest, \*Albert E. Jones,

\*Harry K. Mansfield,

\*Lyman G. Smith, Arthur W. Stevens,

\*George H. Symonds,

\*Clementina L. Batchelder,

\*Matilda F. Call, Nellie B. Chandler

Annie S. Glover,

Alice F. Matthews,

\*Manetta B. Morse, \*Jennie M. Sanborn,

\*Maude B. Semons,

\*Carrie B. Shephard.

#### SALTONSTALL SCHOOL.

Arthur L. Averill, Willian E. Crouse,

\*Charles E. Collins,

\*Albert E. Cole,

William F. Dolliber,

\*Harry F. Dalton,

\*George A. Ferguson,

\*Louis F. Gavet,

\*Horace, F. Hutchinson,

\*Leon E. Hosley,

\*Lucy E. Chapman,

\*Bertha Dreyfus,

\*Hattie Faxon,

\*Millie M. Ferguson,

\*Bessie H. Hare,

\*Oscar E. Jackson,

\*John G. Morse,

\*Charles B. Price,

\*William H. Palmer, Frank P. Richers,

Frank G. Rich,

\*Charles W. Shepard,

\*George F. Sibley,

\*Albion Stephenson,

\*Willis Thompson.

\*Hattie M. Jackson,

\*Bessie F. Kelley,

\*Virginia Ray,

\*Susie A. Whalen,

Mary A. White.

# LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

#### HIGH SCHOOL.

- Dictionaries:—James & Mole's French; Adler's German; Liddell & Scott's Greek; White's Latin; Worcester's English; Webster's English.
- English:—American Poems (Longfellow, Lowell, Whittier);
  Tales from Shakespeare; Sketch Book; Macaulay's Lays;
  school editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare,
  Spenser, Chaucer); Selections from Addison, Burke, Webster;
  Hill's Rhetoric. Also such other English works as may be
  prescribed for admission to college.
- French:—Otto's Grammar; La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Génevoises; Demogeot's L'Histoire de la Littérature française; Picciola; L'Avare.
- German:—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.
- Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon.
- Latin:—Harkness's Grammar, Reader and Prose Composition; Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.

- History:—Swinton's Outlines; Green's English History; Pennell's History of Rome; Pennell's History of Greece.
- Mathematics:—Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Perrin's Drill Book in Algebra; Wentworth's Geometry; Duff's Book-Keeping and Blanks; Robinson's Surveying and Navigation.
- Science:—Eliot & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany: Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoölogy; Champlin's Political Economy.

#### GRAMMAR SCHOOLS.

- Arithmetic:—Franklin Written; Colburn's First Lessons.
- Dictionaries:—Worcester's Primary, Elementary or Comprehensive.
- Drawing: American Text Book of Art Education, L. Prang & Co.
- Grammar:—Patterson's Elements of Grammar; Knox's Language Lessons.
- Geography:—Swinton's Grammar School; Scribner's Geographical Reader.
- History:—Barnes's Brief History of U. S.: Higginson's Young Folks U. S.
- Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate: Lippincott's Series; Appleton's 5th (for sight reading);

7

Worcester's Comprehensive Speller.

Writing:-Duntonian System; Payson, Dunton & Scribner's.

#### PRIMARY SCHOOLS.

- Arithmetic:—Franklin Primary and Elementary.
- Dictionary: Worcester's Primary.
- Drawing:—American Text Book of Art Education, L. Prang & Co.
- Geography: Swinton's Introductory Geography; Scribner's Geographical Reader.
- Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2d Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd.
- Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

#### . ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.

# CORPS OF TEACHERS.--Dec., 1884.

[A prompt notice of change of residence is requested by the Secretary. The date of election to present position is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of Teachers not yet elected in *italics*; others in Roman type.]

#### HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	\$2,200	June, 1882. October, 1874.	6 Linden.
Charles C. Dodge,	Sub-master.	1,500	June, 1882.	4 Broad.
Susan A. Osgood,	First Ass't.	1,100	February, 1868.	Chelsea.
Mary J. Thayer,	Assistant	650		34 Broad.
Alice Jenkins,	Assistant	650		Lynn.
Jane M. Gray,	Assistant	650	March, 1865. September, 1482.	13 Mail.
Elizabeth P. Knight,	Assistant	650	February, 1877. June, 1882.	92 Essex.
Mary R. Sawyer,	Assistant	650	June, 1883.	14 Ocean ave.
		\$8,050		

#### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE,	Principal.	\$1,500	April, 1873. Dec., 1857.	23 Norman.
Ш	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Coggswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hathorne.
			\$3,100		

#### BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH. Emma W. Browne,	Principal  Asst. to	\$1,800 200	Dec., 1874. Sept., 1864.	131 Federal. 45 Mill.
II.	Margaret G. Standley.	Sub-Prin.	800	June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	Assistant	500	April, 1876.	32 Buffum.
III.	Laurette H. Files,	Assistant	500	Feb., 1882.	250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers.	Assistant	500	July, 1874.	6 North Pine.
IV.	Grace A. Tuttle,	Assistant	500	Dec., 1884.	113 Federal.
v.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
v.	Helen M. Miner.	Assistant	500	Dec., 1874.	146 Wash'n.
v.	Grace E. Childs,	Assistant	500	May, 1882.	345 Essex.
			\$7,300		

# PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
III. III. IV. IV.	EDWIN R. BIGELOW, Mary E. Stanley, Martha F. Allen, Caroline E. Goodridge, Carrie F. Lucas, Clara M. Greenough, Charlotte M. Newton,	Principal First Asst. Assistant Assistant Assistant Assistant Assistant	500 500 500 500 500	Aug., 1876. Avv 1857. Oct., 1864. Feb., 1876. Sept., 1876. April, 1876. Dec., 1879. Sept., 1879. Nov., 1881.	346 Essex. 20 Andrew. Beverly. 8 Becket. 64 Wash'n sq. 4 Barton sq. 2 Winthrop.
			\$4,900		

#### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	Wм. P. HAYWARD, Sarah E. Cross,	Principal First Asst.	\$1,800 600	Sept., 1852. Dec., 1843. March, 1845.	83 Summer. 7 Piedmont
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
v.	Caroline Wiggin,	Assistant	500	Oct., 1884.	37 Lafayette.
			\$3,400		

#### APPENDIX.

## SALTONSTALL GRAMMAR, HOLLY STREET.

I. OWEN B. STONE,       Principal       \$1,800       Sept., 1873. Sept., 1854. March, 1865.       1 Holly.         II. Ella F. Kehew,       First Asst.       500       Oct., 1867.       4 Porter.         IV. Georgiana R. Kehew,       Assistant       500       Sept., 1870.       5 Holly.         IV. Abby A. Grant.       Assistant       500       Jan., 1870.       6 Andrew.         V. Alice P. Jackman,       Assistant       500       Sept., 1878.       7 Hancock.         V. Sarah E. Towne,       Assistant       500       Nov., 1871.       15 Gardner.	CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	11. 111. 1V. 1V. V.	Ella F. Kehew, Georgiana Lewis, Georgiana R. Kehew, Abby A. Grant. Alice P. Jackman,	First Asst. Assistant Assistant Assistant Assistant	500 500 500 500 500	Sept., 1854. March, 1865. Oct., 1867. Sept., 1870. Jan., 1870. Sept., 1878.	5 Holly. 4 Porter. 5 Holly. 6 Andrew. 7 Hancock.

## BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
Ι.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
11.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
111.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Fannie W. McMurphy,	Assistant	500	June, 1883.	25 Pickman.
			\$2,100		

# BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
11.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
111.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			\$2,100		

#### APPENDIX.

#### BROWNE SCHOOL, ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.	
I.	MATILDA POLLOCK.	Principal	8600	Nov., 1863.	10 Winthrop.	
11.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.	
H.	Ada B. Pike,	Assistant	500	Feb., 1879.	24 Winthrop.	
III.	Emma A. Graves,	Assistant	500	May, 1870.	22 Federal.	
III.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.	
IV.	Mary J. Bigelow,	Assistant	500	Dec., 1880.	56 Lafayette.	
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n,	
			\$3,600			

#### CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME,	POSITION.	sal'ry	DATE OF ELECTION.	RESIDENCE.	
I.	CAROLINE P. DALTON.	Principal	\$600	Jan., 1855.	40 Wash'n sq.	
. II	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew	
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal	
IV.	Laurette P. Emerson,	Assistant	500	Dec., 1880.	269 Bridge	
			\$2,100			

#### ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS.	Principal	\$600	June, 1862.	153 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864,	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
			\$2,100		

#### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	AMELIA R. THAXTER,	Principal	\$600	Oct., 1877.	6 Federal ct.
11.	Lucy E. Adams,	Assistant	500	May, 1859. March, 1870.	47 Endicott.
ш.	Caroline F. Allen.	Assistant	500	May, 1878.	114 Federal.
1V.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			\$2,100		

#### LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.	
1.	HELEN A. WHITE,	Principal.	\$600	Sept., 1865.	13 Margin.	
п.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.	
111.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.	
IV.	Flora J. Sibley,	Assistant	500	Jan., 1883.	3 Union pl.	
IV.	Mary A. Smith,	Assistant	500	April, 1884.	10 Upham.	
			\$2,600			

#### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I	EMILY A. GLOVER.	Principal	\$600	Oct., 1864.	15 Hathorne.
П.	Annie L. Warner,	Assistant	500	Oct., 1877	6 Mt. Vernon.
111.	Annie M. Hamblett,	Assistant	500	Nov., 1882.	13 Boardman.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	4 Beaver.
IV.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
			\$2,600		

#### APPENDIX.

#### PICKMAN SCHOOL, DUNLAP STREET.

FICKMAN SCHOOL, DUNLAI STREET.								
CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.			
1, 11.	HARRIET M. STETSON,	Principal	\$600	April, 1873.	59 Barr.			
II. III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.			
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	68 Buffum.			
			\$1,600					
	PRESCOTT S	CHOOL, HO	)WARD	STREET.				
CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.			
Ι.	R. Anna Harris,	Principal	\$600	June, 1859.	15 Federal.			
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.			
III.	Lizzie T. Lyon,	Assistant	500	June, 1883.	23 Mall.			
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.			
			\$2,100					
	UPHAM	SCHOOL, N	ORTH S	STREET.				
CLASS.	NAME.	POSITION.	SAL'RY	DATE CF ELECTION.	RESIDENCE.			
	ELIZABETH C. RUSSELL	;		June, 1884. Sept., 1854.	10 Winter			
	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.			
	Laura J. Symonds,	Assistant	500	Oct., 1876.	10 Orne			
IV.	Laura M. Carleton,	Assistant	500	June, 1884.	87 North.			
			\$2,100		4			
	NAUMKEA	G SCHOOL,	ROPES	STREET.				
	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.			
SARAH	P. CLEMONS,	Principal	\$600	April, 1882.	403½ Essex.			
Annie	V. Ward,	Assistant	500	April. 1882.	19 Herbert.			

\$1,100

# TRUANT OFFICERS.

NAME.	SAL'RY.	DATE OF ELECTION,	RESIDENCE.
John W. Libby,	\$800	February, 1874.	13 Margin.
Frederick H. Hunt,	10	January, 1877.	17 Hardy.
	\$810		

# JANITORS.

NAME.	SAL'RY.	RESIDENCE.	schools.
Wm. H. Baker,	\$550	6 Ash.	1—Phillips.
B, E. Burchsted.	350	15 Carlton.	2—Lynde and Prescott.
Frederick H. Hunt,	425	17 Hardy.	2—Bentley and Carlton.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	400	24 Symonds.	3—North Salem.
J. E. Tufts.	300	5 Warren ct.	2-Lincoln and Endicott.
J. W. Wheeler,	650	4 Harrison ave.	3—South Salem.
J. S. Wardwell,	450	12½ Mt. Vernon	2-High and Oliver.
	\$3,775		

### BOARD OF SCHOOL COMMITTEE, 1885.

ARTHUR L. HUNTINGTON, Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member ex-officio.

WARD ONE.

Till 1886. Nathan H. Millett, 8 Curtis. Till 1887. James H. Quinn, 22 Charter. Till 1888. Francis E. Hines, 11 Liberty.

WARD TWO.

Jabez B. Lyman, 92 Washington Sq. Edwin H. Dodge. 1 47 Washington sq.

DeWitt S. Clark, 2 Oliver.

WARD THREE.
John Preston,

Joseph P. Fessenden, 333 Essex.

1 Mt. Vernon.
WARD FOUR.

Benjamin Barstow, 25 Chestnut.

WARD FOUR.

Edward S. Atwood, 136 Federal. Hubbard Breed, 83 Federal. John O'Shea, 156 Boston.

WARD FIVE.

J. Frank Dalton, 57 Layfayette. William S. Lord, Jesse Robbins, Holly, cor. Linden. 4 Cherry.

WARD SIX.

Winfield S. Nevins, 20 Orne. Edward E. Dalton, 43 Federal. Horace N. Smith, 16 Orne.

Alfred B. Brown, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

**Executive Committee**, Mayor Huntington, President Robinson, and Messrs. Joseph P. Fessenden, Jabez B. Lyman and Edwin H. Dodge, Alfred B. Brown, *Clerk*.

High School Committee, Edward S. Atwood. Chairman; Nathan H. Millett, Clerk, and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, Chairman; Winfield S. Nevins, Clerk, and J. Frank Dalton, Francis E. Hines and Jabez B. Lyman.

Primary School Committee, Hubbard Breed, Chairman; Horace N. Smith, Clerk; and Benjamin Barstow, DeWitt S. Clark, Edwin H. Dodge, William S. Lord, John O'Shea, John Preston, James H. Quinn, Jesse Robbins.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman*; Horace N. Smith, *Clerk*, and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, Chairman; Edwin H. Dodge, Clerk, and John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, Chairman: Edward E. Dalton, Jabez B. Lyman, DeWitt S. Clark and William S. Lord. Alfred B. Brown, Clerk.

Committee on Text Books, Joseph P. Fessenden, *Chairman*; Edward E. Dalton, Winfield S. Nevins, William S. Lord and James H. Quinn. Alfred B. Brown, *Clerk*.

Committee on Printing and Supplies, Edwin H. Dodge. Chairman; Benjamin Barstow, Hubbard Breed, Yathan H. Millett and John Preston. Alfred B. Brown, Clerk.

Committee on Music, Edward S. Atwood, Chairman: DeWitt S. Clark, Clerk, and Jabez B. Lyman.

Committee on Drawing, J. Frank Dalton, Chairman: Jesse Robbins, Clerk, and Hubbard Breed.

## SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .		. Jabez B. Lyman.
Bowditch, Dean St.,		. Winfield S. Nevins, Clerk.
Phillips, Washington Sq.,		. Francis E. Hines
Pickering, School St.,		Edward E. Dalton, Chairman.
Saltonstall, Hazel St., .		. J. Frank Dalton.

## SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,			. Edwin H. Dodge.
Bertram, Willow Ave.,			. Jesse Robbins.
Browne, Ropes St.,			. William S. Lord.
Carlton, Skerry St.,			. DeWitt S. Clark.
Endicott, Boston St.,			. John Preston.
Lincoln, Fowler St.,			Hubbard Breed, Chairman.
Lynde, Herbert St.,			. James H. Quinn.
Oliver, Broad St., .			. Benjamin Barstow.
Pickman, Dunlap St.,			. John O'Shea.
Prescott, Howard St.,			. DeWitt S. Clark.
Upham, North St.,			Horace N. Smith, Clerk.

#### SCHOOL CALENDAR FOR THE YEAR 1885.

- School Year began Monday, Sept. 1, 1884.
   Second term begins Monday, February 2, 1885.
   School year ends Saturday, July 11, 1885.
   Next School year will begin Monday, Sept. 7, 1885.
- Vacations:—Monday to Saturday. The week in which Fast Day occurs.
   Monday, July 13, 1885, to Saturday, Sept. 5, 1885, both included. Thanksgiving Day and the two days following.
   Christmas to New Years, Dec. 25, 1885, to Jan. 1, 1886, inclusive.
- Legal Holidays:—Washington's Birthday, February 22, 1885.
   Decoration Day, Saturday, May 30.
   Fourth of July, 1885, on Saturday.
- 4. Number of weeks of actual school time, after deducting the vacations and holidays, as above, 41.
- 5. Number of sessions:—High School, one each week-day, except Saturday; Grammar, Primary and Naumkeag Schools, two each week-day, except Wednesday and Saturday, and then but one.
- Hours of session:—
   High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M.
   November 1 to April 1, from 8½ A. M., to 1 P. M.
  - Grammar Schools, April 1 to Sept. 1, from 8½ to 11½ A. M. September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

Primary Schools, April 1 to Sept. 1, 8½ to 11½ A. M. September 1 to April 1, 9 to 11½ A. M., and 2 to 4 P. M., the year round.

Naumkeag School, like the Primaries.

- 7. Detentions permitted:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.
- 8. Times of monthly reports from teachers, and presentation of pay rolls January 31, February 28, March 28, May 2, May 30, July 3, October 3, October 31, November 28 and December 26.
- Times of meeting:—School Committee, the third Monday evening in each month.
   Executive Committee, the first Wednesday evening in each month.
- 10. Dates for presenting all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.
- 11. Secretary's office hours:—9.30 A. M., to 12.30 P. M.; 2.30 P. M. to 5.30 P. M., on school days. Office at No. 6, City Hall.











379.744 Sa3 1884/85

# ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

# CITY OF SALEM.



DECEMBER, 1885.

SALEM:
PRINTED AT THE SALEM PRESS,
1886.



# CONTENTS.

	1	Page.
BOARD OF SCHOOL COMMITTEE, 1885,	•	5
Reports:—Executive Committee,		9
High School Committee,		11
Grammar School Committee,		14
Bowditch Grammar School,		18
Primary School Committee,		21
Naumkeag School Committee, .		23
Evening School Committee,		25
Committee on Music,		28
Committee on Drawing,		30
Committee on Examination of Teachers,		32
Committee on Printing and Supplies, .		33
Committee on Text Books,		35
Appendix:—Census,		37
Abstract of Census,		38
Ages of Pupils in all grades,		39
Promotions, July, 1885,		39
Account of Truant service, 1884-5, .		40
Rates of Tuition,		40
Table of Statistics,		41
Statistics Supplementary,		42
Graduates, High and Grammar, .		43
Examinations of Salem Grammar Schools,	June,	
1885,		47
Examinations of Salem Primary Schools,	June,	
1885,		70
Qualifications for admission to Salem Classical	and	
High School,		73
Courses of study,		74
Books used in the Schools of Salem, .		77
Corps of Teachers, Dec., 1885,		80
Truant Officers and Janitors,		86
Board of School Committee, 1886, .		87
School Calendar,	•	90
· ·		



#### BOARD OF SCHOOL COMMITTEE, 1885.

ARTHUR L. HUNTINGTON, Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member ex-officio.

#### WARD ONE.

Till 1886. Till 1887. Till 1888.

Nathan H. Millett, James H. Quinn,\* Francis E. Hines.

8 Curtis. 22 Charter. 11 Liberty.

#### WARD TWO.

Jabez B. Lyman, Edwin H. Dodge, DeWitt S. Clark. 92 Washington sq. 47 Washington sq. 2 Oliver.

#### WARD THREE.

Joseph P. Fessenden, John Preston, Benjamin Barstow. 333 Essex. 1 Mt. Vernon. 25 Chestnut.

#### WARD FOUR.

Edward S. Atwood, Hubbard Breed, John O'Shea. 136 Federal. 83 Federal. 156 Boston.

#### WARD FIVE.

J. Frank Dalton, William S. Lord, Jesse Robbins. 57 Lafayette. Holly, cor. Linden. 4 Cherry.

#### WARD SIX.

Winfield S. Nevins, Edward E. Dalton. Horace N. Smith. 20 Orne. 43 Federal. 16 Orne.

ALFRED B. BROWN, Secretary. 6 City Hall.

CHARLES E. BURNS, Messenger. 5 City Hall.

<sup>\*</sup>Resigned Sept., 1885. James Keating elected to fill vacancy until January, 1886.

**Executive Committee**, Mayor Huntington, President Robinson, and Messrs. Joseph P. Fessenden, Jabez B. Lyman and Edwin H. Dodge. Alfred B. Brown, *Clerk*.

High School Committee, Edward S. Atwood, *Chairman*; Nathan H. Millett, *Clerk*, and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, Chairman; Winfield S. Nevins, Clerk, and J. Frank Dalton, Francis E. Hines and Jabez B. Lyman.

Primary School Committee, Hubbard Breed, Chairman; Horace N. Smith. Clerk, and Benjamin Barstow, DeWitt S. Clark, Edwin H. Dodge, William S. Lord, John O'Shea, John Preston, James H. Quinn,\* Jesse Robbins.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman*; Horace N. Smith, *Clerk*, and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman*; Edwin H. Dodge, *Clerk*, and John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, Chairman; Edward E. Dalton, Jabez B. Lyman, DeWitt S. Clark and William S. Lord. Alfred B. Brown, Clerk.

Committee on Text Books, Joseph P. Fessenden, Chairman; Edward E. Dalton, Winfield S. Nevins, William S. Lord and James H. Quinn.\* Alfred B. Brown, Clerk.

Committee on Printing and Supplies, Edwin H. Dodge, Chairman; Benjamin Barstow, Hubbard Breed, Nathan H. Millett and John Preston. Alfred B. Brown, Clerk.

Committee on Music, Edward S. Atwood, Chairman; DeWitt S. Clark, Clerk, and Jabez B. Lyman.

Committee on Drawing, J. Frank Dalton, Chairman; Jesse Robbins, Clerk, and Hubbard Breed.

#### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .	0	. Jabez B. Lyman.
Bowditch, Dean St.,		. Winfield S. Nevins, Clerk.
Phillips, Washington Sq.,		. Francis E. Hines.
Pickering, School St.,		Edward E. Dalton, Chairman.
Saltonstall, Hazel St., .		. J. Frank Dalton.

## SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,				. Edwin H. Dodge.
Bertram, Willow Ave.,				. Jesse Robbins.
Browne, Ropes St.,				. William S. Lord.
Carlton, Skerry St.,				. DeWitt S. Clark.
Endicott, Boston St.,			•	. John Preston.
Lincoln, Fowler St.,				Hubbard Breed, Chairman.
Lynde, Herbert St.,			•	. James H. Quinn.*
Oliver, Broad St., .		٠		. Benjamin Barstow.
Pickman, School St.,				. John O'Shea.
Prescott, Howard St.,				. DeWitt S. Clark.
Upham, North St.,	•		•	Horace N. Smith, Clerk.

<sup>\*</sup> Resigned Sept., 1885. Succeeded by James Keating.



# REPORTS.

## REPORT OF EXECUTIVE COMMITTEE.

In School Committee, Salem, Dec. 21, 1885.

To the School Board of the City of Salem.

The Executive Committee of the School Board present the following report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending November 30, 1885.

#### EXPENDITURES.

Salaries,		0				\$61,630	00		
Janitors, .	•				9	3,958	19		
Fuel,				٠		4,229	60		
Printing and Su	ippli	ies,			٠	2,170	62		
Text Books, .						3,213	16		
Light: Gas \$125.92, Electric									
\$51.00,					٠	176	92		
Water Rates,				٠		888	85		
Taking School	Cen	sus,				220	76		
Printing Annua						112	43		
Miscellaneous,						1,280	33		
,						′			

Total

\$77,880 86

Total Expenditures brought forward, \$77,880 86

Dog Tax, . \$1,567 75

Tuition of non-resi-

dent pupils, 475 00

Damage to books, etc., 35 19

Total,

\$2,077 94

Net total expenditures,

\$75,802 92

Amt. of original

appropriation, \$75,000 00

Amt. of special

appropriation, 3,000 00

Total appropriation "expenditures,

\$78,000 00 75,802 92

Unexpended balance,

\$2,197 08

For the Committee,

A. L. HUNTINGTON, Chairman.

# REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 21, 1885.

In accordance with the rules of this Board, the High School Committee now present their annual report.

There has been no permanent change in the corps of teachers at this school during the past year. Miss Osgood, first assistant, has been absent for several weeks, owing to severe illness; but has now returned to her duty with improving health.

Since the last annual report, a change has been made in the names of the classes; formerly they were Junior, Ex Junior, Sub-Senior and Senior; now changed to Junior, Middle, Senior, and Advanced.

The number of scholars enrolled this year is: Boys 122, Girls 108 — Total 230, in classes as follows:

Junior,		•		Boys	61	Girls	51	112
Middle,	٠	•	٠	6.6	30	6.6	23	53
Senior,	•		•	6 6	23	6 6	22	55
Advanced,		•		66	8	66	12	20
				_		_		
					122		108	230

Of these nine are non-resident.

The number of graduates at the end of the school year was:

Four years course,	Boys	, 11,	Girls	, 15,	Total,	26
Three " "	6 6	8,	6 6	3,	6 6	11
				—		
	6 6	19	6 6	18	66	37

Of these graduates, five young men passed examination for Harvard, three have entered the Institute of Technology, and one the U. S. Military Academy at West Point. Of the young ladies, one has entered Boston University, and one passed examination at Harvard Annex.

Of the above, all except two passed their respective examinations without any conditions whatever, three of the young men being admitted to Harvard with honor. One young man of much promise, who had prepared for entrance to Brown University, died a few days before graduation.

The remainder have entered upon various occupations, and it is the hope of the Committee, that these graduates and also those scholars who left the school before graduation, will look back at the time spent at this school, as time well spent.

The school library has been increased by a partial use of the income of the Browne Fund, and by the gift of seventeen books, by the late Gen. H. K. Oliver. Several reference books have been purchased to replace others which were worn from much using.

General H. K. Oliver's picture has been received; also two large engravings of classical subjects have been sent to the school in accordance with the expressed wish of Mr. Oliver. These are to be hung upon the walls of the large hall. It is very pleasing to the Committee and we trust to the citizens of Salem generally, to receive these mementos of the late General Oliver, who was the first Principal of this school, and who until his death evinced a lively interest in its welfare.

EDWARD S. ATWOOD,
JOS. P. FESSENDEN,
NATHAN H. MILLETT.

Committee.

### REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1885.

In accordance with the rules of the School Board, the Grammar School Committee present their report for the year now closing, as follows:

There has been an increase in the number enrolled over the previous year of forty-two, in the daily belonging of thirty-eight, while the average daily attendance shows a gain of thirty-six.

The number of promotions from the Primary schools at the beginning of the year was 336, and of the 134 who received diplomas of graduation from the Grammar schools, 101 entered the High School.

Miss Mina C. Smith was appointed assistant to the Principal of the Bowditch school in place of Emma W. Brown, and Georgie A. Burnham was elected assistant in the Phillips, in place of Caroline E. Goodridge. In the other schools the corps of teachers remains the same.

As regards truancy, no cases occurred in the Bentley; a decrease of nineteen in the Bowditch, nine in the Pickering, one in the Saltonstall and an increase in the Phillips of forty-seven, give the record of the year.

Truants, and pupils who are unruly in school, should be sent to some place of confinement for a short time as a warning. This, in most cases, would be sufficient to secure good attendance and proper behavior in the schoolroom. It is to be hoped that the county will soon provide a suitable place, and short time sentences be tried, as, until some such action is taken, all efforts to enforce laws or rules of the Board must prove ineffective.

Though we have a complete record of the half days' absence of teachers, very singularly no returns are made to the secretary of the half days' absence of pupils; but there can be no doubt that it is very large, in fact, much larger than can be justified on any reasonable grounds. The wisdom of the law making it the duty of parents and others having children under their charge, to compel them to attend a public or private day school at least twenty weeks annually, cannot be questioned by any one having the good and welfare of the community at heart. Yet the law is set at naught in many instances, and boys and girls are growing up around us wholly unfitted by the characters formed by the pernicious influences surrounding them, to meet the responsibilities of after life; a constant menace to the well-being of society.

This constantly increasing evil, with its consequent fruitage of ignorance and vice, should impress upon every member of the Board the absolute necessity of a more earnest enforcement of all laws bearing on this subject.

There has been no change of text books, and no new book has been added to the list. The Board has now under consideration, and much attention has been given to the selection of a text book to meet the provisions of the new law requiring the teaching to all pupils in all schools of hygiene and physiology with special reference to the action of alcoholic drinks, stimulants, and narcotics upon the human system.

The enactment of this law by our State legislature, and of similar laws in other states, has been the result of the

earnest, persistent work of the parents, and especially of the mothers throughout our land.

This law in its spirit and intent should be complied with in good faith and without prejudice.

When we consider how large a proportion never go beyond the Grammar school, it must be evident to all that it is of great importance in this as well as in schools of higher grades, that the pupils should be instructed in the care of physical health, and especially in regard to the injurious effects on the human system of ardent spirits and narcotics.

The records of our courts,—our prisons, almshouses and lunatic asylums overflowing with the victims of intemperance,—the wrecks of manhood and womanhood seen continually on our streets, speak loudly to us of our utter failure in contending with the drink-curse.

It is for us to secure for those who come after us, *success*, where we have suffered failure.

Our teachers should give closer attention to the proper ventilation of the schoolroom. In many schoolhouses the only means of ventilation is in dropping the windows, which endangers the health of the pupils by allowing cold draughts of air to blow upon them. The temperature of the rooms should also be looked after; seldom, if ever, should it exceed seventy degrees. Special means should be provided for properly ventilating all the rooms.

The attention of the Board is called to the unsuccessful results of the heating apparatus of the Phillips schoolhouse. Great difficulty is experienced in properly warming the building, which is mostly due to the inability of the boilers, etc., to properly perform the work for which they were intended.

It is earnestly hoped that before another year passes these difficulties may be remedied, so that a proper return may be received for the expenditures incurred in this direction.

On Wednesday, July 1, an industrial exhibition by the pupils of the Bowditch school was given, which proved very successful under the direction and management of the Principal of that school, of which a full account has been prepared by the sub-committee, W. S. Nevins, which is printed in connection with this report, it being understood that certain criticisms upon the course of study and methods of instruction are not endorsed in full by the Grammar School Committee.

The work of the schools, which varies but little from year to year, has gone forward very pleasantly, and we believe with good results. No backward step has been taken, and the progress has been in the right direction.

The large experience of our teachers, whose efficiency and adaptedness to their work have been commended and endorsed in reports of sub-committees for a long series of years, the harmonious relations existing throughout all the schools, the awakening interest of parents in methods of instruction, encourage the hope of still greater progress in the years to come.

With the close of the year, the Board loses three of its most active and faithful members, all of whom the past year have been members of this committee. The reward of duty well performed will go with them in their retirement.

For the committee,

EDW. E. DALTON, Chairman.

#### BOWDITCH GRAMMAR SCHOOL.

The Bowditch School has had a year of prosperity. The membership continues to increase. There are not quite as many pupils in the three fifth classes as last year, but the third and fourth classes are much larger than then. In fact, so numerous were the promotions from the three fourth classes to the two third classes at the beginning of the year that it was impossible to accommodate them in two rooms. I therefore sent the surplus, nearly forty in number, into the large hall above, and placed the principal's assistant in charge of them. At the September meeting the board empowered me to open a new room, and, at my request, transferred Miss Flora J. Sibley from the Lynde primary to this new class. She has made good progress with it. During Thanksgiving week the Committee on Public Property partitioned off a room in the south west corner of the hall. The time will soon come when another room will be needed here. It can be taken from the easterly corner. A hallway should be partitioned off down the centre. There will still be left a large hall of ample dimensions, larger than there has ever been any use for. This hall, during the last few years, has been used not more than three times a year, save as a spare recitation room. I must repeat the substance of what I said last year about studies. The progress which we make in certain studies, particularly reading and writing, is not satisfactory. We give too little time to these branches. The school day is not long enough. The time devoted to drawing is wasted on nine out of ten pupils. A portion of that given to music is stolen from studies much more essential. History receives too much attention; two-thirds of all the history taught is useless to the average pupil.

We have too much arithmetic; very few of our pupils will ever have occasion to use more than the rudiments of the study. Reading is the first and most important thing. Writing comes next. Third in importance is map geography. Our writing can never be improved until we have less written recitations and until more attention is given to position of body, arm and pen.

Allow me to add once more my firm conviction that frequent promotions of qualified pupils are demanded by every consideration of right and progress. It is useless to keep all pupils on a level and require the bright ones to stay back with the dullards. One must recognize the law of the "survival of the fittest," here as elsewhere.

On Wednesday, July 1, in Bowditch Hall, was given an exhibition of the industrial work of the pupils of the three upper classes of this school. Several long tables extending the full length of one side of the hall were filled with fancy work, plain sewing, darning, mending, quilts, dresses, tidies, embroidery, paintings, mechanical and free hand drawing, mechanical work such as an engine, a chair, chest of drawers, a side of leather. Another table was loaded with edibles, mainly plain bread and fancy cake. It was a most creditable display and showed what can be done in this direction. All these things were made out of school and out of school hours, by the children themselves. The only assistance they had was in a way of general suggestions from Mr. Smith. The exhibit was examined by a large number of our citizens and highly recommended. It received high praise from the press and attracted attention far and near. Even one Scotch newspaper alluded to it. Numerous letters of inquiry have been received from educators asking for information, all showing an interest in the work. The work was begun only five months before the close of the term. It did not interfere with the

studies of the school. In fact the manufacture of these articles proved in most cases a pleasant diversion and desired relaxation. Modest prizes of books were given for some of the most meritorious work and "honorable mention" made in many other cases.

My relations with the teachers of this school have been very pleasant. They have sought to do their work well and have succeeded so far as the "system" we have established would admit.

WINFIELD S. NEVINS, Sub-committee.

## REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE, SALEM, Dec. 21, 1885.

The Primary School Committee, in compliance with the rules, herewith submit their report for the year 1885.

The schools as a whole are in good condition and doing satisfactory work.

Early in the year a meeting of the committee and principals of the different schools was held, at which a course of study in all the branches was adopted, by which a certain amount of work was required, thereby securing a uniformity in the different studies. The plan has worked satisfactorily, and while some of the pupils who enter the grammar schools may be better prepared than others, yet, all who do enter are supposed to be well qualified according to the standard adopted by the committee.

The subject of semi-annual examinations has received the consideration of the committee, and an order has been passed by the full board, authorizing the committee to open a room in the Oliver school building for an intermediate grade. If this experiment should prove successful the result would be that all children entering this grade would, at the end of the year, be admitted to the grammar school in the fourth grade, thus saving one year in the grammar school.

The committee have also considered the matter of a text book for reading, and reported an order substituting

the Barnes' Series for the Franklin. The order failed to pass in the full board.

But few changes have taken place in the corps of teachers. Owing to the continued illness of Miss Glover, the principal of the Oliver School, Miss Warner temporarily occupies her position, and Miss C. M. Hooper is acting as a substitute. Miss Hamblett has resigned her position of teacher in this school and Miss Gertrude A. Fuller has been elected in her place. Miss Jennie D. Fuller resigned her place as teacher in the Prescott School at the November meeting of the board. No one has yet been elected in her place.

The committee bear witness to faithfulness on the part of the teachers, and to the general excellence of the different schools.

For the third visiting committee,

HUBBARD BREED, Chairman.

# REPORT OF THE NAUMKEAG SCHOOL,

The Naumkeag School has continued its work during the past year with the usual success. The number in attendance is about the same. It has been found very difficult to secure the attendance of all the children belonging here. Some of them go to the French school and get into shops or the mill, on the strength of having been to school. It is not a school approved by this board and cannot be approved because the instruction is in French, not in En-We find also that many children are allowed to go to work in the mill on a time certificate of the teacher without being signed by the sub-committee or exchanged for the regular permit of the board. This is contrary to law and renders the employers liable. The superintendent has always endeavored to aid us but some of the overseers have repeatedly ignored and disregarded the law. So have some of the shoe manufacturers.

A new law on the employment of children went into effect in 1883 by which no child under ten years of age "shall be employed in any manufacturing mechanical or mercantile establishment," and "no child under twelve years of age shall be so employed during the hours in which the public schools are in session."

The total enrollment last year was 125, the average daily belonging 67, and the average attendance 47. At the present time the enrollment is 87, the belonging 64, and the average attendance 46. Thirteen pupils from this school have been promoted to the Browne school, twenty-five have left for the French school, nine go to the Sisters' school, five are in the mill and eleven have moved from the city,

For the committee,

WINFIELD S. NEVINS, Chairman.

# REPORT OF COMMITTEE ON EVENING SCHOOLS.

In School Committee, Salem, Dec. 21, 1885.

The Committee on Evening Schools for the term of 1884 and 1885, respectfully report:

That the school for girls was opened November 10, 1884, under the charge of Miss M. E. Rowley as principal, with Miss Harriet P. Burbank as assistant; and closed February 17, 1885, being in session seventy-six evenings.

The attendance at the beginning of the term was fair; the total registration being thirty-six.

The average attendance was for

November, 20, January, 17, December, 20, February, 13.

This average is not a fair test of attendance however, for some of the pupils are prevented by household and other duties, from attending the school more than two evenings per week.

The studies pursued were reading, writing, arithmetic, spelling, geography and history; the latter being taken as a reading lesson.

One class was composed of beginners, who could neither read nor write, but who had made good progress in each at the end of the term. While it is wished that there could be a larger attendance at this school, the committee feel pleased at the good work accomplished.

The school for boys was opened at the Town Hall on December 1, 1884, and was continued until March 30, 1885; holding eighty sessions.

The average attendance was as follows, in

December, 109, February, 43, January, 76, March, 30,

showing as has been the rule for several years past a gradual diminution toward the end of the term.

This school was in charge of Miss Chastine Emerson as principal, with six assistants, some of whom were discharged as the number of pupils diminished.

The studies pursued were reading, writing, arithmetic, geography, history and book-keeping.

The committee have nothing to add to the reports of former years in relation to attendance at, and the general progress of, the school, but in this connection would express their opinion that the minimum age fixed for entry to their schools (twelve years) is too low, for they think that children of that age should be compelled to attend day schools. We all know that our day schools are suffering from irregular attendance, and also that children are suffering more, by being kept from them, as may be seen by the untutored appearance of these young people in our streets.

Of these children who enter the evening schools, most of them are inattentive to study, and after a short time, drop out of the schools. This is not to be wondered at, for who can expect children of that age to work all day and attend school in the evening.

We cannot say too much in commendation of the older members of both schools, who show by their attention to their studies, that they realize the benefits accruing from them.

The committee take this opportunity to express their thanks to the city government, for fitting Town Hall for their use, and also for the electric light placed therein.

N. H. MILLETT, EDW. H. DODGE, JOHN O'SHEA,

# REPORT OF THE COMMITTEE ON MUSIC.

In School Committee, Salem, Dec. 15, 1885.

The Committee on Music are able to report good results, from the faithful and efficient service of the teacher, Mr. Henry O. Upton. Where there has been hearty coöperation by the teacher in charge of the room, the children generally have joined in the singing, and learned quickly the elementary principles of musical notation and expression.

In some of the schools great proficiency has been attained. The uniform excellence of training appeared in 'the public concert, given in Mechanic Hall in June last. The exhibition was most creditable to the city; one class, each, from the grammar and primary schools, happily illustrated the combination of gymnastic with vocal drill. Others might well imitate the example.

Your committee do not believe, as is often charged, that time and money, expended in this department, are "wasted": on the contrary, we think them most profitably spent. For the relief which the exercise brings, in the more monotonous work of the day, for the taste which it cultivates, for the refining, humanizing and inspiring influence which it fosters, we can ill afford to dispense with it. With many children, this is and will be their only opportunity for musical in-

struction, and is so far, valuable. With others, it quickens the desire to pursue the study in after time, in whose benefits the homes and community gladly share.

Each year adds to the ability of the instructor, as he gains the confidence of the several principals and assistants, and familiarity with the whims and faults, as well as gifts, of the scholars.

It is reasonable to expect that the education in music, of our graduates from the High School, will be well proportioned to that in what many esteem more "practical lines." Grudging appropriations for this department invite meagre results. Indifferent attention, on the part of the teachers, insures failure in this, as in any other branch of study. A liberal policy for both seems to us, to be imperatively demanded.

E. S. ATWOOD,
J. B. LYMAN,
DE WITT S. CLARK,

Committee.

# REPORT OF COMMITTEE ON DRAWING.

In School Committee, Salem, Dec. 21, 1885.

The Committee on Drawing submit the following report for the municipal year just drawing to a close.

The Free Drawing School opened on the evening of Dec. 1, 1884, and closed March 30, 1885.

The freehand department was in charge of Mr. Murdoch Macpherson with Miss Lucy Hood as assistant. The school commenced with 114 pupils and the average attendance for the whole term was eighty.

Pupils from the public schools of the city and from the Normal school were among the scholars in this department and several teachers of the public schools attended throughout the term.

The mechanical class at the opening numbered fortyfour, the average attendance being twenty-three. Mr. W. D. Dennis is the instructor in this department.

On the last evening of the term an exhibition was held in the drawing schoolroom and a large number of visitors including His Honor the Mayor and other city officials availed themselves of the opportunity to examine the work accomplished by the class. From the specimens shown, your committee caused to be selected quite a number of designs and they now embellish the walls of the room of the secretary of the board and some are placed in the schoolrooms throughout the city.

So far as your committee are able to judge, creditable work has been accomplished, the discipline of the school has been excellent and for the greater part, much interest in their work is taken by those who attend. The duties devolving upon the teachers have been satisfactorily performed.

Respectfully submitted,

For the committee,

J. F. DALTON.

# REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

In School Committee, Salem, Dec. 21, 1885.

There have been two examinations during the year on the accepted list of candidates.

Ten persons have presented themselves for examination, five of whom reached the average of excellence required by the committee, and their names have been placed on the list.

It is a notable and significant fact that the lowest averages attained were in the departments of arithmetic and spelling. Something is wrong somewhere, when applicants for positions as teachers are so deficient in fundamental branches.

It is noticeable also that none of the applicants had prepared themselves for examinations for the position of teachers in high schools. This incompetency is not peculiar to this locality. In a recent temporary vacancy in the Salem High School, the committee were obliged to hunt far and wide to find a person qualified to act as substitute. In teaching, as in some other professions, it is true that however crowded in some grades, there is room enough at the top.

For the committee,

E. S. ATWOOD, Chairman.

# REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

IN SCHOOL COMMITTEE,

SALEM, Dec. 21, 1885.

The Committee on Printing and Supplies respectfully present the following condensed report for the year ending Nov. 30, 1885.

At the commencement of the year the amount estimated for the expenditures of this department was \$2,500, based on the expenditures of 1884, which was \$2,675.95, but which we thought might be somewhat reduced.

The monthly expenses were as follows:

December	'84, \$ 50.97	June, \$	205.79
January,	49.53	July,	6.50
February,	155.92	August,	837.31
March,	213.67	September,	182.84
April,	86.86	October,	139.05
May,	148.10	November,	94.08
making a total	of \$2,170.62		

We have on hand, stored in the basement of City Hall, the following supplies: 180 gross slate pencils, 31 gross lead pencils, 50 boxes pens, 48 dozen pen holders, 160 slates, 72 spelling blanks, 88 letter blocks, 175 brown

paper books, 12 dozen paper blocks, 84 dozen rulers, 23 dozen blackboard erasers, 95 boxes chalk, 35 lbs. rubber, also pointers, sponges, envelopes, chromos, credits, etc.

The committee have filled all requisitions from the schools under the rules of the school board, and in special cases have furnished other articles such as mats, blackboards, etc., under the head of school furniture, which should have been supplied by another department of the city.

It is hoped that at an early date the city ordinances will be so far revised that the furnishing and care of all the school furniture shall be either assigned to the school committee, or supplied under their direction.

For the committee,

EDWIN H. DODGE, Chairman.

# REPORT OF THE COMMITTEE ON TEXT BOOKS.

In School Committee, Salem, Dec. 21, 1885.

The Committee on Text Books, for the year now closing, would respectfully offer the following report.

The amount expended for text books and covers, etc., is \$3,213.16, it being nearly one-half the sum spent the year before, at the introduction, which was \$6,567.05.

That so large a sum was necessary the second year, when the schools, ought, apparently, to have been fully supplied, may, in good part be accounted for, by the fact, that the introduction of new books and a large expenditure for covers for all the books, have increased largely the amount. Undoubtedly the expenditure for the ensuing year will be comparatively small unless new or supplementary text books shall be introduced. The committee take pleasure in saying that, at the end of the first term after the new law went into effect, they made an examination of the books in the different schools and were much surprised to find how little damage had been done. As further evidence of this, the secretary has received, since the city began to supply books to all the scholars, the small sum of \$35.19 only, for injured and destroyed books, in which amount is included, also, quite an amount chargeable to slates destroyed and which belongs to the supply department.

No estimate, approximating exactness, can be made for the coming year, as much depends, as before stated, upon whether much new matter is introduced or not. At the present time all the scholars are supplied and it will be only the most of the new pupils that are to be looked out for.

Respectfully,

For the committee,

JOS. P. FESSENDEN, Chairman.

# APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1881.	1882.	1883.	1884.	1885.
Whole number of such,	4900	4870	4913	5212	4976
Number of same, at school,	4285	4274	4387	4631	4288
Number of same, not there,	615	<b>5</b> 96	526	581	688

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrolment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

	1881.	1882.	1883.	1884.	1885.
Number of such, over 15 years old,	460	484	545	529	543
Number of all ages, at school,	4745	4758	4932	5160	4831
Of whom there were in private schools,	1281	1264	1340	1383	1236
Number of all ages, in public schools,	3464	3494	3592	3777	3595
			<b></b>		

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1885.

CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.	HOLIC HOLIC TABLE TABLE THOUS. WHOLE WHOOLS. OF BE NUMBER	CATH SCHO	208 23 33 225 258	48 — 22 77 99	89 — 27 121 148	208 — 14 238 252	130 50 — 97 225 322	136 — 11 146 157	
CLASSIFICA	ES, ETC.		6 21	8 43	20 39	3 41	7 135	5 16	
GES,	OF ALL	TATOT	920	598	619	126	1364	770	C
ER 15	"TVJ	18	93	90	80	112	\$8	07 2	
NO. OF SCHOLARS OVER 15 YEARS OLD.	TEARS OLD.  IN  PRIVATE SCHOOLS, ETC.	GIRLS.	55	16	65	50	25	17	100
HOLA		BOYS.	6	10	14	9	6	9	à
OF SC YE	IN PUBLIC SCHOOLS.	GIRLS.	75	31	23	56	39	53	91
NO.	PU	BOYS,	29	92	20	28	39	32	101
AND	.TAL.	OT	866	769	529	874	1252	989	4076
EEN 5	NOT AT.	GIRLS.	62	46	53	43	135	33	2
ETW.	NO. TEN SCII	BOYS.	20	45	33	65	126	34	9
NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.	IN PRIVATE SCHOOLS, ETC.	eines.	203	61	88	218	500	129	800
111.D 15 Y	PRI SCH E	BOYS.	12	15	13	00	86	ro	120
OF CI	IN PUBLIC SCHOOLS.	cints.	180	271	137	194	293	195	1967
NO.	PUI	BOYS.	327	334	530	878	410	293	1975
-	WARD.	ï	II.	III.	IV.	>.	VI.	Total	

Ages of pupils in September, 1884, when entering the grades severally enumerated:--

			Old Puj			ungest Pupil.		erage ge.
				•		mo.		mo.
Tinh ash as 1 Adma	mand.	Class	yr.	mo.	yr. 15	7	yr. 17	7
High school, Adva		Class,	19			-		-
Senio	or,		18	9	14	4	16	5
Midd	le,		18	8	13	1	15	10
Junio	or,		18	2	12	11	15	2
Grammar schools,	Class	т	17	1	11	10	14	6
Grammar schools,	66							-
		II.	16	5	9	7	13	7
	66	III.	16	8	9	5	12	6
	66	IV.	16	0	8	4	11	10
	6.6	V.	14	8	7	8	10	7
Primary schools,	66	I.	14	7	7	0	9	11
Trimary schools,	6.6			-				
		II.	15	6	6	1	8	1
	6 6	III.	13	4	5	9	6	10
	66	IV.	12	10	5	0	5	6

Number of graduations or promotions to higher schools, July, 1885. Primary schools: Bentley, 29; Bertram, 33; Browne, 28; Carlton, 22; Endicott, 32; Lincoln, 33; Lynde, 31; Oliver, 37; Pickman, 19; Prescott, 37; Upham, 35; Total, 336.

Grammar schools: Bentley, 12; Bowditch, 47; Phillips, 23; Pickering, 18; Saltonstall, 34; Total, 134.

High school, 37.

# TRUANT OFFICERS.

Account of service of truant officer for the school year 1884-5. Visits to school, 1739; attendance at court, 37 times; regular attendance at the evening school for boys, besides visits at mills, shops, reports to secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2688, as follows:

High school, 12.

Grammar schools: Bentley, 9; Bowditch, 720; Phillips, 314; Pickering, 28; Saltonstall, 272; Total, 1343.

Primary schools:—Bentley, 2; Bertram, 0; Browne, 509; Carlton, 19; Endicott, 194; Lincoln, 66; Lynde, 144; Oliver, 20; Pickman, 208; Prescott, 124; Upham, 16; Total, 1302.

Naumkeag school, 31.

Cases of truancy discovered, 378, as follows:-

High school, 4.

Grammar schools:—Bentley, 0; Bowditch, 103; Phillips, 64; Pickering, 4; Saltonstall, 19; Total, 190.

Primary schools:—Bentley, 0; Bertram, 5; Browne, 44; Carlton, 5; Endicott, 29; Lincoln, 21; Lynde, 25; Oliver, 20; Pickman, 9; Prescott, 20; Upham, 6; Total, 184.

Rates of tuition for non-resident purils, to be paid semi-annually in advance: i. e., before pupils are permitted to receive instruction for the terms:—

High school, \$50 00 per year; \$25 00 each payment. Grammar schools, 30 00 " " 15 00 " " " Primary schools, 20 00 " " 10 00 " "

# STATISTICS FROM SEPTEMBER, 1884, TO JULY, 1885.

AVERAGE DAILY ATTENDANCE.	BOTH SEXES BY CLASSES.	II III V V	34   58   76	23 30 36 39 58 77 121 136 27 35 75 72 35 38 42 35 38 42	163  212  345  363   1,244	25	1 3 011
VERAGE DA	BLS.	19	89   26	147 19 149 55 - 29 71 20 99 38	466   161	136 58 25 25 25 25 25 25 25 25 25 25 25 25 25	
4	'S.	roa	102	298 238 286 156	778	62 135 75 75 75 76 104 111 105 113 83 83 83 83 83 83 83 83 83 83 83 83 83	
	.AL.	LOT	199	163 487 261 171 279	11,361	182 137 137 157 157 157 164 197 183 173 173 173 173 173 173 173 173 173 17	9 511
GING	BY	>	1	841 80 80 80	396		_
CLON	KES J	AI I	1 80	48848	383	243 366 696 609 609 604 604 604 605 605 605 605 605 605 605 605 605 605	
Y BE	BOTH SEXES BY CLASSES.	H	59	38 32 33 33 33 33 33 33 33 33 33 33 33 33	- 231	25 20 20 20 20 20 20 20 20 20 20 20 20 20	
DAIL	BOTI	II	34	22 22 22 22 22 23 24 24 24 24 24 24 24 24 24 24 24 24 24	1180	25.25.25.25.25.25.25.25.25.25.25.25.25.2	-
AVERAGE DAILY BELONGING.	-	-	91   26	163 20 163 57 - 31 78 22 109 41	513  171	28 24 24 24 24 24 24 24 24 24 24 24 24 24	-
AVEI	-		3   801		_		-
	BOYS.		=	324 261 261 93 170	848	69 162 87 1118 1118 1123 1123 1126 1126 1126 1126 1126 1126	
	.J A	TOT	214	180 550 277 184 316	1,507	207 207 207 207 207 207 207 207 207 207	4 050
D.	3 Y	>	1	160 179 49 49	459	111111111111111111111111111111111111111	
LLE	BOTH SEXES BY CLASSES.	IV	98	147 93 46 94 94	1427	1 2 26 88 22 22 23	
ENRC	H SEXES CLASSES.	III	- 63	104 40 39 44 44	366	1035 48 1035 47 1035 88 1035 8	
ERS	BOTH	п	- 38	25 31 4 60 4	861	889 889 891 146 146 147 155 155 155 155 155 155 155 155 155 15	
NUMBERS ENROLLED		H	1 27	252 24 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	181	1	
74	rs.	вів	100	180 186 188 198 198	275	200 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	·s	вол	111	364 101 190	932	80 207 207 133 128 128 128 136 109 1,321	
SCHOOLS.		High	GRAMMAR: Bentley Bowditch Phillips Pickering Saltonstall	Total Gram.	PRIMARY:	Chamman	

# STATISTICS SUPPLEMENTARY, 1884-5.

ors.		lo ozië equare	12,104		19,450	18,000	16,000	97.690			20,300	12,975	11,740	6.700	18,000	10,890	15,380	24,100	150,527		260,321
BUILDINGS AND LOTS.	•uoi	Valuat	\$20,000		30.000	33,137	20,000	184,137			13,030	20,000	16.000	000,9	20,000	15,000	000,01	13,000	132,030		\$336,167
ILDIN	lelled.	кето	1							1	1	1870		1883	1884	18-181		1880	-	1	1
BL	d.	Етесте	1855		1861	1883	1862	101		1861	1879	1847	1869	1851	1869	200	250	1851	-	Ī	Ī
-		72	11+	11	- c	. 0	20 €	0 000	11		211	-		21	22 '	21.2	+ 0	_	27	x	23
SS		Total	224		5.23	663	198	11.583		20	61	907	67	13	200	27.	+16	13	12,422	25	4,283
TIN	တို	>	1	1	2 7	96	52	289	h	1	1	1-1	1	1	I	ŀ		1	1	1	1
NUMBER OF SITTINGS	BY CLASSES.	IV.	1	9	242	96	96			8	8 6	208	90	48	007	101	9	59	740	1	1
R 0]	CL	Ш	1		2 S	48	64 88 88	291		48	20 5	46	96	æ:	55	20	20	44	554	1	1
MBE	E	п	ī		1 86	48	1 3			26	20 t	7 6	99	35	73 S	0 2	200	44	1 966	1	1
N		Н	1	1	4.0	27	45 54 54			55	30 c	500	46	200	9 3	0 2	200	44	532	<del>2</del>	1
Δpn:	Number of study rooms.		21	-	11	[	41	-	1	4	<del>-</del> 1:	- 4	4	4.	G II	3 0	9 4	4	84	-	70
.s.	tes of School	ırıı	4		11	40	53 10	89	9	co (	24 15	0 01	-	000	90	0 01	99	O1	25	ତୀ	61
.č	1, 188 1, 188	ımı	20	-	# 53	Į-o -	41-	34		4	41	- 41	4	<del>-</del>	3 10	ء در	4	4	48	C3	76
.68-	10 Jus 1881 ,89	stitnte	0	E	0	102	3 23	211		116	) (	2 ~	10	25	S e.	•	0	3	360	30	601
ab.	881-85.	E	5	O.F.	1	105	2000	956		131	10	: 00	11	025	3 8	4	- ,	88	445	36	715
	ot corr	und	7	-	277	156	127	555		0	4 5	0	27	6 A	2 5	4	57	25	319	333	818
*28	1881 ,7	suci	30	1	203			347		6.0	061	=	30 E	2 -	55	55	20		554	51	913
ibrai.	-1881 t	Sasa Sasa Sasa	470	161	1,144	1,245	613	2,988		723	202	432	222	440	554	415	445		081,6	419	9,057
1421	ge nur Sils ta Sest de	Ind jo	42	17	7	700	00 00	35		3t	3 6	88	200	000	35.	53	33			16	30
.68	138.346 -1881 ,e	ance	1 26	67	55	<del>3</del> 3	35	95		75	3 %	22 8	20 5	ž õ	ã	芨	27	â	ž	7.0	98
	SCHOOL.		High	GRAMMAR:	Bowditch	hillips	Saltonstall:	Fotal, Gram.	PRIMARY:	Bentley	Srowne	arlton	Shalleott	vinde	)liver	Pickman	rescott	- buam	otal, Primary	Naumkeag	Total Schools
			二				100	T				-	-					18	-11		-

# GRADUATES, JULY, 1885.

# HIGH SCHOOL - FOUR YEARS' COURSE.

Richard Elwood Dodge,
Frank Prescott Fabens,
James Ropes Harris,\*
William Asa Lefavour,
Arthur Llewellyn Lougee,
John Rounds Smith,
Seth Frederick Low,
Benjamin Franklin Nason,
Harry Winsor Packard,
Ara Nathaniel Sargent,
Edward Valentine Shepard,

Mabelle Bachelder, Florence Pierce Buffum, Alice Clinton Dodge, Clara Lovett Forness, Fannie Noble Frye, Annie Moore Hanson, Martha Harris, Hattie Weeks Kinsman,
Nancy Rosamond Perkins,
Annie Sylvana Porter,
Lucinda Whipple Ropes,
Hattie Brooks Smith,
Grace Oliver Thayer,
Margaret Harding Tileston,

Sarah Annie Tomlinson.

# THREE YEARS' COURSE.

Willard Goldthwaite Bixby, John Edwin Stanton,
Richard Ives, William Pray Swasey,
Edward Aloysius Keating, George Elmer Symonds,
Walter Harrington Kilham, John Henry F. Wholley,
Julia Boardman Cabeen, Annie Warren Lyon,
Jennie Warren Pitman.

<sup>\*</sup> Died June 20, 1885.

# GRAMMAR SCHOOLS.

(Those marked with a \* entered the High School.)

### BENTLEY SCHOOL.

Josephine Beaver, \*Sallie A. Bowen, \*Alice G. Carey, \*Carrie W. Davis, Lillian A. Ford, Bessie Lamson, \*Sarah E. Lamson,

Annie C. Bradstreet, \*Aurilla B. Locke,

Carrie W. Perkins, \*Edna C. Powars,

\*Mary Adelaide Phillips,

\*Annabel Rollins, \*Lizzie M. Soule, \*Nellie G. Sanborn, Mary B. Symonds, \*Annie L. Upton,

\*Dollie H. Watts,

\*Fannie S. Whitney.

# BOWDITCH SCHOOL.

\*Charles E. Chamberlain, \*William S. Felton, \*George H. Goodell, \*George H. Hurd, \*Edward G. Jelly,

\*Harry Kingsley, Thomas J. Kelly, \*John J. Kelleher,

\*Herbert L. Lougee,

\*George Locke,

\*James F. McNiff,

\*Edward T. Larkin, \*Edward A. McGrath, \*Harry Y. Nutter, \*John H. Nichols,

Horace A. Knights, \*William E. Northey,

\*James E. Oliver,

\*Hugh Robson,

\*Frank G. Rupp, \*Frank W. Reynolds,

William B. Rideout,

\*Frederic P. Simonds,

\*Joseph B. Saunders,

William J. Tracy,

\*Horace F. Very,

# D. Frank Wilkins,

Nellie R. Austin, Sarah F. Briggs, \*Grace L. Brown, \*Alice M. Layton, \*Alice Libby,

Annie J. Murphy,

# APPENDIX.

\*Alice H. Breed, \*Isabella M. Carter,

\*Mary E. Eady,

\*Nettie M. Farnham,

\*Annette Jelly,

\*Edith M. Kenny,

\*Jennie Kimball,

\*Ellen H. Millett,

\*Henrietta M. Sears,

\*Lulu E. Turner,

\*Mary W. Thayer,

Alice F. Williams,

\*Lillian Walker,

\*Etta M. Bishop,

\*Margaret C. Bolles.

# PHILLIPS SCHOOL.

Harrison S. Adams,

\*Joseph W. Adams,

\*Ernest Boyd,

J. Clarke Brown,

\*William E. Dunn,

\*George F. Ellard,

\*Harry M. Fleming,

\*Horace D. Lambert,

\*Harry R. Leach,

David A. M. Donald, Herbert B. Morrill,

\*Herbert Nelson,

\*Frank S. Perkins,

\*Holton B. Perkins,

\*William C. Phalen,

\*Harry Putnam,

Walter Richardson,

George D. Rogers,

\*Arthur A. Ryder, Winfield C. Sanborn,

\*Edward H. Sargent,

George Upton.

### PICKERING SCHOOL.

\*Harry F. Brown, \*Charles F. Coker,

Charles O. Dugan, Edward W. Graham,

James S. Moran,

Albert E. Phippen,

\*Anna M. Perkins,

\*Laura A. Pitman,

\*Alice C. Ropes,

Emma C. Ropes,

Stephen H. Sinclair, Frank S. Briggs,

\*Joseph P. Cressey, \*Albert W. Eaton,

Charles H. Keefe,

\*Emma L. Stetson,

\*Annie L. Redmond,

\*Alice P. Skinner,

\*Alice G. Waters.

### SALTONSTALL SCHOOL.

Frederick H. Brown, \*Howard H. Cook, \*J. Benj. Devine, \*Willard F. Derby, \*Charles H. Haskins, \*George L. Hyde, George H. Luscomb, Charles H. Lander, \*Milburg F. Mansfield, Frank N. McFadden, \*Bessie S. Brown, \*Lizzie P. Farmer, Martha E. Fish, Prudy E. McCurdy, \*Florence E. Martin, \*Fannie M. Morrill, Lizzie S. Newcomb,

\*Edwin B. Meade, \*David B. Newcomb, Jr., \*Frank G. Smith, \*Michael Sullivan, Rufus D. Scott, \*George E. Teel, \*Wm. A. Teel, \*Arthur L. Toppan, \*George A. Webb, \*Charles D. Ward, \*Bessie R. Perkins, \*Lillie W. Pickering, \*Alice R. Pollock, \*Nellie M. Sawyer, \*Nellie C. Towne, Mabel C. Victory, \*Addie White.

# EXAMINATIONS OF THE SALEM GRAMMAR SCHOOLS, JUNE, 1885.

# ARITHMETIC, FIRST CLASS.

- 1. John walks 3 miles an hour. When he has been on the road 3 hours and 20 minutes, Henry follows on a bicycle at the rate of 7 miles an hour. When Henry overtakes John, how far will each have travelled?
- 2. If 8 men can dig a ditch 20 rd. long, 4 ft. wide, and 3 feet deep in 15 days, how many days will it take 6 men to dig one 35 rd. long, 3 ft. wide and 7 ft. deep?
- 3. Which is the better investment, and how much per cent, \$3200 yielding \$128 semi-annually, or \$4800 yielding a quarterly income of \$103.20?
- 4. A house and the furniture in it are worth \$11000, and the furniture is worth  $\frac{2}{9}$  as much as the house. Should the house be insured for  $\frac{7}{9}$  of its value at  $1\frac{1}{2}$  per cent, and the furniture for  $\frac{4}{5}$  its value at 2 per cent, find the cost of insuring both.
- 5. Find the exact (or accurate) interest of \$850 from May 15, to Nov. 8, at 5½ per cent.
  - 6. Write a note from the following:

Face \$800; date Jan. 6, 1881; negotiable; on demand; maker A. B. Cook; payer, R. R. Hatch; rate of int. 5 per cent.

- 7. Had there been an endorsement of \$140 made, on the note just written, Aug. 5, 1881, what would have been due on it Feb. 11, 1882?
- 8. If you buy R. R. 4½'s at 30 per cent below par, what rate of interest do you get on your investment?

- 9. At \$.03 a foot for fence, how much less would it cost to fence a garden 2401 ft. long and 25 ft. wide, were it square with the same area?
- 10. Bought 150 yds. of cloth at \$1.60 a yd., and marked it 25 per cent above cost, but sold it at a reduction of 20 per cent on the marked price. How much was the profit?

# GEOGRAPHY, FIRST CLASS.

1.

Name the surface regions, the political divisions, four prominent peninsulas, and four of the largest rivers of North America. 2-2-2-4.

2.

Name the three divisions of the West Indies. Describe the climate. Name five important agricultural products.

3-2-5.

3.

What geographical circles cross South America? Why has S. A. a more luxuriant vegetation than any other continent? Name five animals peculiar to S. A. Name the most important country of S. A. and two of its exports.

1-1-5-3.

4.

Name the divisions of Oceanica. Describe the climate of Australia. Of what does the natural wealth of Australia consist? 4-3-3.

5.

What are the leading industries of Australia? What products are exchanged between Australia and Great Britain? Name the two most important cities of Australia. 4-4-2.

6.

Name the three island-groups of Polynesia. In which group is the city of Honolulu? Name the exports of this group. 3-1-6.

7.

Name ten Atlantic ports of North America.

8.

Name two shipping points on the St. Lawrence; three commercial centres in the Mississippi valley; five ports on the Atlantic coast of S. A. 2-3-5.

9.

Name three ports in the West Indies; two on opposite sides of the Isthmus of Panama. A steamer lands goods at Aspinwall; how do these goods reach San Francisco?

3-2-5.

10.

What canal do steamers pass through in going from western Europe to eastern Asia?

When it is noon at Boston what is the time at a place 30° west of Boston? What is the time at a place 45° east of Boston? 4-3-3.

# HISTORY, FIRST CLASS.

- 1. Object and result of the W. Virginia campaign? Name of Union general?
- 2. Object and result of the Peninsula campaign? Names of Union and Confederate generals? Four important battles?
- 3. Object and result of Lee's two northern invasions? What Union generals opposed him? What battles were fought?

- 4. Pope, Burnside and Hooker commanded in what Virginia battles? In what Virginia battles did Grant command?
- 5. Name three important Union victories on the Mississippi. Name five in Kentucky and Tennessee. Two successes gained by Farragut.
- 6. Plan of the campaign of 1865? What successes gained by Sherman?
- 7. What was the Emancipation Proclamation? The Freedman's Bureau?
- 8. What were the Sanitary and Christian Commissions? The cause and result of the Geneva Arbitration?
- 9. How are Representatives chosen? How Senators? Name six powers of the President.
- 10. Who compose the President's Cabinet? Object of the last amendments to the Constitution?

# LANGUAGE, FIRST CLASS.

- 1. Write a sentence containing an appositive phrase; one containing two clauses connected by a conjunctive adverb, and tell the kind of sentence; one with an independent element, and an elliptical sentence.  $(5 \times 2)$
- 2. Give the principal parts of set, seek, lain, come, and going.  $(5 \times 2)$
- 3. What is a corresponding conjunction? Define a relative pronoun; when is as a relative? Decline one and child.  $(5 \times 2)$ 
  - 4. Villains! you did not so when your vile daggers

Hacked one another in the sides of Cæsar:

You showed your teeth like apes and fawned like hounds.

Parse italicized words.

 $(2 \times 5)$ 

- 5. Correct errors in the following:
  - (a.) The shorter of two ways is the best.
  - (b.) Here is five or six books for you to read.
  - (c.) There is no doubt of its being him.
  - (d.) She that is idle, reprove sharply.
- (e.) Each of our party carried a knapsack with them.  $(5 \times 2)$ 
  - 6. That I did love thee, Cæsar, O, 'tis true. Analyze.
- 7. This fortress cannot be taken. The declaration will inspire the people with increased courage. Change the voice of the verbs.  $(2 \times 5)$
- 8. When he asked me a question I answered him courteously.

Change this to a compound sentence. Convert it also into a simple sentence.  $(2 \times 5)$ 

- 9. Write a polite note, inviting your teacher to a picnic.
  - 10. Cromwell, I did not think to shed a tear In all my miseries; but thou hast forced me, Out of thy honest truth, to play the woman. Analyze.

# SPELLING, FIRST CLASS.

appreciate guerrilla exhaustless wrapped annihilating scheme Australasia yacht Philippine excellent emergency shrewd conceivable Antietam peaceably doughty repudiated apparition volcanoes untenable

Mauna Loa
gutta percha
indigenous
plantain
Cotopaxi
tapir
myriads
armadillo
Polynesia
consummate
gauntlet
Donelson
mortar-boats
volleys
capabilities

disastrous
Pulaski
deplorable
beak
turret
cannibals
acacia
kangaroo
Aztecs
Farragut
concentrated
canister
Chattanooga
disguise
Appomattox

# ARITHMETIC, SECOND CLASS.

- 1. A sum of money was divided among A, B, and C. A had 45 per cent, B 33½ per cent, and C the remainder, which was \$2709. What amount did each receive?
- 2. An agent sold 20 hhds. sugar, averaging 1112 lbs. each, at \$.08 $\frac{1}{2}$  per lb., charging  $2\frac{1}{2}$  per cent commission. What was his commission, and what sum should he pay the person for whom he makes the sale?
- 3. What per cent shall I gain or lose by selling goods marked 50 per cent above cost if I deduct 50 per cent from the marked price?
- 4. Multiply the sum of  $\frac{2}{5}$  of 345.75 and .6 of 345.75 by 16.25, and divide the product by .00005.
- 5. If a man take a step 1.5 ft. long, in a second of time, how many hours, minutes, and seconds will it take him to walk 10 miles?

- 6. An agent received \$5187.50 to invest in land after deducting his commission of  $3\frac{3}{4}$  per cent. Find the amount invested, his commission, and the number of acres he could purchase at \$125 per acre.
- 7. The product of three numbers is 481.38. One is 75, and another  $\frac{\frac{1}{2} \text{ of } \frac{2}{3}}{3\frac{2}{3}}$ . Find the third.
- 8. A bought goods for \$2000. He sold them to B at a gain of 45 per cent. B sold them to C at a loss of 20 per cent. What per cent of A's gain is B's loss?

9.

9. A lot of goods cost \$1824. One-half was sold at a loss of 25 per cent, and the other half at a profit of \$75. Find the gain or loss, and how much per cent?

10.

$$\frac{\frac{3}{4} + \frac{1}{5} + \frac{1}{20}}{\frac{6}{7} \div \frac{1}{21}} \div 2\frac{3}{4}$$
 equals what decimal?

# GEOGRAPHY, SECOND CLASS.

1.

Name the surface regions, the political divisions, four prominent peninsulas and four of the largest rivers of North America. 2-2-2-4.

2.

Name the divisions of the West Indies? Describe the climate. Name five important agricultural products. 3-2-5.

3.

Name three commercial cities of the West Indies. Name the capital and two seaports of Mexico. Name four ports of the U.S. on the Gulf of Mexico. 3-3-4.

# 4.

Of what is the German Empire composed? What is the capital and what the form of government? Name the leading industries. Describe the natural wealth of Germany. 2-2-2-4.

# 5.

Describe the surface of Holland. In what parts of the globe has it foreign possessions? How is the internal trade carried on? Name the capital and two chief cities. 2-3-2-3.

# 6.

Name the capital and four seaports of Russia. Of what does the natural wealth of Sweden and Norway consist? What are the foreign possessions of Denmark? 5-3-2.

# 7.

Name capital and chief commercial city of Spain, of Italy, of Portugal. What are the chief exports of Portugal? 2-2-2-4.

# 8.

Name the Central States, Eastern Division. To what systems do the rivers of this division belong? Name three of the largest cities. 5-2-3.

Name the Central States, Western Division. What natural boundary has Iowa on the east and on the west? Name capital and largest city of Iowa. 6-2-2.

# 10.

Locate the "National Park." What mountain peak in Colorado? Capital of Colorado? What mountains cross Montana? What river crosses the northern part of the territory?  $2 \times 5$ .

# HISTORY, SECOND CLASS.

- 1. Give names of first five Presidents and the dates including term of service of each.
- 2. Define Alien and Sedition Laws, and tell in whose administration, and why these laws were passed.
- 3. Name the most important event of Jefferson's administration. What invention in this administration?
- 4. What were the causes of second war with Great Britain? In whose administration did this war occur? How long did it last?
- 5. Name and locate three naval battles in second war with Great Britain.

Tell result of each battle.

6. Locate the following places:—

Lundy's Lane, Detroit, Queenstown Heights, River Thames, Ft. Mimms, and tell which party was successful in the battle fought at each place.

- 7. What was the Missouri Compromise?
- 8. Name the seventh President. What were the dates of his administration? Name three events of his administration.
  - 9. Describe "Green's Retreat."
- 10. When, where and by whom were the first settlements made in Virginia and Georgia?

# LANGUAGE, SECOND CLASS.

1. "The British, crossing to New York, moved to attack Washington.

Give syntax of italicized words.

2. Host, Quaker, songster, duchess, Jew.

Give corresponding gender.

3. Define a transitive and an intransitive verb. Example of each.

Write a sentence containing a verb in the passive voice.

- 4. Give the synopsis of the verb go in the indicative mode, progressive form, first person, singular number.
- 5. Conjugate the verb draw in the potential mood, past-perfect tense.
- 6. A skirmish ensued, in which seven Americans the first martyrs of the Revolution were killed. Parse italicized words.
  - 7. Be, break, choose, know, sit. (Give principal parts.)
  - 8. Ugly, narrow, eloquent, witty, gentle. (Compare.)
- 9. Write a sentence containing a predicate adjective, and one containing a predicate noun for the attributive complement, and one containing an objective complement.

Write a sentence containing a verb in the subjunctive mode, present tense, third person, plural. Write a sentence containing a verb in the imperative mode.

10. "She strives to pierce the blackness,
And looser throws the rein,
Her steed must breast the waters,
That dash above his mane."

Syntax of italicized words.

# SPELLING, SECOND CLASS.

gigantic dissembling thoroughly reparation Leopard tacitly concealing emissaries Bohemia enunciating necessarily unmanageable Raisin unostentations proficient concession

incomparably Cologne grenade macaroni pledges intensified Wayne laconic development neutral perplexities vaults Balearic tunny pretence steadily anchovies

annihilated peremptorily Niagara indefatigable disciplined inseparable Tippecanoe reprisals capabilities Des Moines Pyramid flaxseed cordage Czar Parthenon Gypsies

emporium

# ARITHMETIC, THIRD CLASS.

1

At \$1 $\frac{2}{3}$  a bu., how many bushels of wheat can be bought for 57 bbls. of pork at \$10 $\frac{2}{3}$  a bbl.?

2.

$$(.96 \div 1600 \times 20000. + 3.2) \div .08 =$$
what?

3.

What will be the cost of 6 bu. 2 pk. 3 qt. of seed at \$.10 a pint?

4.

Reduce 864320 gr. Troy to higher denominations.

5.

If a man takes a step 2.5 ft. long, how many steps will he take in walking 5 miles?

6.

I bought 6 hogshead of molasses at \$.60 a gallon and sold it at \$.22 a qt. What did I gain?

7.

In 6 weeks, 3 da. 19 hr. 10 min., how many seconds?

8.

Multiply  $\frac{4\frac{1}{3}}{8\frac{2}{3}}$  by  $\frac{4\frac{1}{5}}{17\frac{1}{2}}$  and divide the product by  $\frac{4}{9}$  of  $\frac{6}{17}$  of  $\frac{7}{16}$ .

9.

Reduce  $\frac{1}{13}$  of a mile to lower denominations.

10.

If .75 of acre of land cost \$97.5, how much will 6.2 acres cost?

# GEOGRAPHY, THIRD CLASS.

- 1. Name three large lakes in the Dominion of Canada<sup>3</sup>. What two islands constitute Danish America?<sup>2</sup> Name a city in Mexico<sup>1</sup>. Name the four largest islands in the West Indies, and a city in each.<sup>4</sup>
- 2. What Mts. in N. H.? in Vt.? Name two Mt. peaks in Mass. Name and locate the largest city of Mass., also of Maine.
- 3. Name and locate the capital of Maine, N. H, Vt., Mass. and Conn.
- 4. Which of the Great Lakes border on N. Y.? Locate Delaware bay, Richmond, Washington, Buffalo, Baltimore.
- 5. To what three systems do the rivers of the southern states belong? What two rivers cross Tenn.? Name two rivers in S. C., in Ala., in Texas.

6. What is the principal occupation of the people of the southern states?<sup>2</sup>

Locate Galveston bay, 1 Mobile bay, 1 Tampa bay. 1 Name five chief products of the southern states. 5

- 7. What great lakes touch Michigan?<sup>4</sup> Into what do the rivers of Ill. flow?<sup>2</sup> Name two rivers in Ohio,<sup>2</sup> and into what do they flow?<sup>2</sup>
- 8. What large river crosses Dakota? Name and locate the two largest cities of the central states. Name and locate the largest city on the Pacific coast.
- 9. What are the two most important minerals found in the Pacific states and territories? Locate Mt. Hood, Bitter Root Mts., Black Hills, Wahsatch Mountains.
- 10. What is the most northern town in N. A.? Of what does the wealth of Alaska consist? What natural curiosities are to be found in the mountainous regions of the Pacific states and territories? What is the capital of Oregon? of Idaho?

#### HISTORY, THIRD CLASS.

- 1. What expeditions planned by the colonists in King William's War?<sup>4</sup> With what success?<sup>4</sup> What were the conditions of peace?<sup>2</sup>
- 2. What protected N. Y. in Queen Anne's War?<sup>3</sup> Where was it severest?<sup>2</sup> What change in name was made?<sup>2</sup> What change in territory was made at the close?<sup>3</sup>
  - 3. Write the cause of the French and Indian War.
- 4. What were the objective points of this war and what made them so?
- 5. In what way do we first hear of Washington, in connection with this war? In what two expeditions did he assist? What disgraceful defeat did the English suffer? What victory soon followed? What was the last bat-

- tle?<sup>1</sup> Who were the commanders?<sup>2</sup> What was the last result?<sup>1</sup> How many years after the opening of the war was peace declared?<sup>1</sup>
  - 6. What were the conditions of the treaty of Paris?
- 7. What is the oldest settlement in New England? When, and by whom<sup>2</sup> made? Why was Roger Williams driven from Massachusetts? While in Mass. where did he live? What became of him?
- 8. What was the excitement of 1692? Settlement of 1628? of 1607? of 1683? An event of of 1619?
- 9. What two Indian chiefs planned a confederation of the tribes against the whites?<sup>4</sup> With whom<sup>1</sup> and where<sup>2</sup> did the Indians once make a famous treaty? What did they say?<sup>3</sup>
- 10. Why<sup>3</sup> and where<sup>2</sup> was Maryland settled? Why<sup>3</sup> and where<sup>2</sup> was Georgia settled?

#### LANGUAGE. THIRD CLASS.

- 1. Give the opposite gender of Quaker, Jewess, bride, duke, maid servant.
  - 2. The syntax of italicized words:

Mr. Brown, the teacher, has come.

The man's horses ran away.

John is a fine scholar.

Have you read the book?

- 3. Singular and plural of deer, ox, atlas, luxury, valley.
  - 4. Decline: myself, she, thou, man.

He tries very hard.

Parse and give syntax of he.

5. Write the possessive singular and possessive plural of parent, tooth, lady, child, fly.

6. Correct the following sentences:

It is him.

If John and Henry whisper he will be punished.

I seen him when he did it.

He gave it to you and I.

7. Write a complex sentence.
Write a compound sentence.

- 8. Compare healthful and diligent by more and most. Compare old, good, brave.
- 9. Write the principal parts of make, fight, work, love, write.
- 10. Write two sentences containing an adverb formed from the following adjectives: brave, terrible.

## SPELLING, THIRD CLASS.

1.	awkward	18. irrigation
2.	subalterns	19. comparison
3.	revengeful	20. superlative
4.	Huguenots	21. Lincoln
5.	fugitives	22. Sacramento
6.	cereals	23. development
7.	precipitous	24. annually
8.	vigilance	25. emporium
9.	persistently	26. Minneapolis
10.	Niagara	27. Utah
11.	credentials	28. thirty-eight
12.	citadel	29. invasion
13.	solicitude	30. exorbitant
14.	surveyors	31. responsible
15.	neutrality	32. conceited
16.	disastrous	33. controlled
17.	Omaha	34. ferocity

35.	debtor	43. skirmish
36.	irksome	44. acquitted
37.	Swedes	45. artillery
38.	treachery	46. audacity
39.	acquisition	47. Ticonderoga
40.	privateers	48. platoons
41.	Montana	49. avoirdupois
42.	Wyoming	50. pennyweight

#### ARITHMETIC, FOURTH CLASS.

1.

Prime factors of 26840.

Divide the product of  $200\times36\times30\times21$  by  $9\times30\times40\times15\times14$ .

2.

Write a compound fraction.

Write an integer.

Write an improper fraction.

Write a complex fraction.

Write two like fractions.

3.

Reduce to lowest terms  $\frac{6465}{7335}$ .

Reduce to an integer, or mixed number 5184673.

Change 97 to an equivalent fraction with the denominator 15.

Reduce  $\frac{8}{4}$  of  $\frac{4}{6}$  of  $\frac{9}{6}$  of  $\frac{2}{3}$  of  $\frac{1}{8}$  of  $\frac{1}{4}$  of 6 to a simple fraction.

$$\frac{6^2_3}{\frac{2}{15}}$$
 = ?

4.

A man pays  $\frac{1}{8}$  of his salary for rent and fuel,  $\frac{4}{7}$  for groceries,  $\frac{4}{21}$  for clothing, and the remainder, which is 190 dollars, he deposits in the bank. What is his salary?

Two men who are 275 miles apart, travel toward each other, one at the rate of  $5\frac{1}{2}$  miles an hour, and the other at the rate of  $4\frac{3}{4}$  miles an hour. How far apart are they at the end of an hour?

6.

A lady having spent  $\frac{4}{20}$  of her money has 1920 dollars left. How much money had she at first?

7.

Write a proper fraction.
Write a mixed number.
How many halves in 12?
Change 75 to twenty-sevenths.
Name the terms of a fraction.

8.

From 1, take  $\frac{67}{100}$ .  $32\frac{2}{5}$  is  $\frac{19}{20}$  of what number?

9.

If  $\frac{3}{7}$  of a vessel costs 1500 dollars, what will 15 such vessels cost?

10.

What is the difference between  $\frac{7}{27} + \frac{1}{9} + \frac{11}{54}$  and  $\frac{1}{8}$  of  $\frac{24}{35}$  of  $\frac{1}{3}$ ?

What simple fraction is equal to  $\frac{\frac{7}{8} \text{ of } \frac{2}{3} \text{ of } \frac{4}{5} \text{ of } 9}{3\frac{7}{10} \times 2\frac{1}{3}}$ ?

## GEOGRAPHY, FOURTH CLASS.

- 1. What two countries occupy the greater part of N. A.? Bound each.
- 2. Locate Bermuda Isles, Nova Scotia, Cape Prince of Wales, Strait of Belle Isle, Ohio River.
- 3. What lakes are drained by the Mackenzie River? St. Lawrence? Nelson? What five large rivers rise in the Rocky Mts.? What three cross "The Plains?"

- 4. Name the surface regions of N. A. Which is the most extensive?
- 5. What grains are raised in N. A.<sup>4</sup> Which one is a native of the continent?<sup>3</sup> What mineral is most abundant?<sup>3</sup>
- 6. What is the population of the U. S.? Form of government?
- 7. Name the capes on the Atlantic coast of the U. S., bays, four seaports.
- 8. How does the climate of the Atlantic coast differ from that of the Pacific? In what part are there but two seasons?
- 9. What mountains in the Atlantic Highland? Name the highest mountain in N. A., and tell where it is.
  - 10. Locate Florida. What ocean current passes it?

#### LANGUAGE. FOURTH CLASS.

- 1. Analyze: The nestling fern unrolls its plume, and the modest woods are veiled with leaves.
  - 2. Compare well, angry, last, bright, worse.
  - 3. The *little girl's song* pleased *her father*. Parse the italicized words.
  - 4. Define sentence. How are sentences classified?
- 5. Write both numbers of dwarf, monkey, fox, piano, lion, party, shelf, mosquito, mice, church.
- 6. Write a sentence about the cars, and another about a steamer, and connect them by the conjunction but.
- 7. When is an adjective in the comparative degree? Write five adjectives in the comparative degree.
  - 8. Decline: we, tooth, himself, dress, thief.
- 9. Write both genders of nun, wizard, widow, heir, landlord, goat, geese, negress, lion, administrator.
- 10. Write a sentence containing a noun of the masculine gender, plural number, objective case; and an adjective in the superlative degree.

## SPELLING, FOURTH CLASS.

remainder screeching Mexico comparison singular West Indies descended Greater Antilles multiplier establishment prejudices geography Montreal definite impressive Ontario difficulty uncontrollable Porto Rico Halifax vielded modified double Frigid Zone honorable Christian excellent croaked orchestra anniversary Labrador picturesque icicles similarity minuend Havana apostrophe perseverance hay-harvesters tradition sentences brilliant Hayti ventriloquists Colorado Plateau numerator antecedent phrases developed ventilation

## GEOGRAPHY, FIFTH CLASS.

1.

Why is our country called the United States? How many states and territories does it comprise?

2.

What is the population of the U.S.? By whom are its laws made?

3.

Bound the New England States as a section, and give the capital of each state.

4.

Name the principal mountains in the N. E. states. Which is the highest, and where situated?

5.

What two islands south of Massachusetts? Name the longest river in N. E. and tell through, and between, what states it flows.

6.

What are the principal kinds of business carried on in N. E.? Name the most important.

7.

Name the Middle States. Give the principal manufacturing cities of each.

8.

What is the chief business of the Middle States? Name the chief seaport of America. What two great lakes are between N. Y. and Canada?

9.

What is the largest river of N. Y.? What river separates N. Y. and N. J. from Pennsylvania?

10.

Which is the second largest city in the Union? Of what state is Albany the capital? Harrisburg? Trenton? Dover? Annapolis?

#### ARITHMETIC, FIFTH CLASS.

1.

Write in figures: five dollars; twenty-five cents; six cents; two thousand dollars and fifty cents; twelve dollars and two cents.

2.

How much money in eight 5-dollar-bills? six 2's? four 10's? 2 half-dollars? and 1 quarter?

3.

From a farm containing 1054 acres, there were sold at one time 452 acres, at another time 259 acres. How many acres remained?

4.

In a schoolhouse 10 of the rooms will seat 50 pupils each, and 8 of the rooms will seat 48 pupils each. How many pupils can be seated in all.

5.

If seven men can do a piece of work in 12 days, in what time will 6 men perform the same work?

6.

Prime factors of 772,200.

7.

What must I pay for 27 yards of silk at \$2.58 a yard, and 9 yards of linen at \$1.50 a yard?

 $\frac{16 \times 23 \times 18 \times 35 \times 7 \times 17}{34 \times 7 \times 8 \times 15 \times 4 \times 3} = ?$ 

I bought a cow for \$65.00, a horse for \$90.00, and a harness for \$15.00; then sold them for \$184.00. Did I gain or lose, and how much?

10.

 $680509738 \div 6935$  and prove.

#### LANGUAGE, FIFTH CLASS.

1.

John, remain at home until you are called.

Over in the meadows croaked the frogs.

Tell the subject and predicate of each sentence.

2.

Write a sentence containing two prepositions, two nouns, and one adverb.

3.

Define an adverb. Name five.

4.

On the lower slopes of the mountains are dense forests. Give the parts of speech.

5.

Define an imperative sentence and make one.

6.

Give the abbreviations for these words; namely, fore-noon, Take Notice, Vermont, Governor.

Give the contraction for the following: shall not, will not, Yes Madam, can not, does not.

7.

On every side of the little village are vast cane-fields. Give the parts of speech.

8.

she started on a voyage in april and visited london paris rome and vienna.

Capitalize and punctuate.

9.

Tell the parts of speech of the following words: by, off, too, herself, because, almost, Alas! an, and, heavy.

10.

John must leave the room.

Over the fence the boy jumped.

Tell the kind of each sentence.

## SPELLING, FIFTH CLASS.

1.	New England.	26.	sleigh.
2.	defence.	27.	California.
3.	Massachusetts.	28.	extremely.
4.	garrison.	29.	New Hampshire.
5.	Delaware.	30.	adventures.
6.	situation.	31.	population.
7.	business.	32.	clothes.
8.	application.	33.	Manchester.
9.	Philadelphia.	34.	behavior.
10.	criminal.	35.	Merrimac.
11.	commerce.	36.	mischief.
12.	personal.	37.	dairying.
13.	New Jersey.	38.	gloaming.
14.	mental.	39.	Cape Henlopen.
15.	Maryland.	40.	patriots.
16.	petals.	, 41.	Trenton.
17.	fisheries.	42.	assistance.
18.	intensely.	43.	Potomac.
19.	peninsula.	44.	ermine.
20.	Nantucket.	45.	tobacco.
21.	fortnight.	46.	accident.
22.	Virginia.	47.	Baltimore.
23.	difficulty.	48.	deceived.
24.	wrapping.	49.	Concord.
25.	Pennsylvania.	50.	pienie.

# EXAMINATION OF THE SALEM PRIMARY SCHOOLS. JUNE, 1885.

#### ARITHMETIC, FIRST CLASS.

- 1. A merchant bought 37 yds. of velvet at \$4.62 a yd., and 49 yds. of silk, at \$2.87 a yd. What was the cost of the whole? (10-5-0.)
- 2. Add \$769.48; \$97.38; 64c.; \$87.95; \$6045; \$68; \$7.46; 8c. (10-5-0.)
  - 3. Multiply 638,409 by 8,024. (10–0.)
  - 4. Divide 8,406,028 by 96. (10-0.)
- 5. One railroad is 2,675 miles long, and another is 789 miles long. How much longer is one road than the other? (10-5-0.)
- 6. Write in figures,—One million, six thousand, fifteen; twenty-five million, sixty; five hundred five thousand. MDCXCIV. Change to Roman numerals 1885. (2 for each.)
  - 7.  $365 \times 13 + 186 839 \times 5 \div 6 = ?$  (2 for each.)
- 8. There are 12 eggs in a dozen; how many dozen in 24,036 eggs? (10-5-0.)
  - 9. From \$10,450 take \$463.75. (10-5-0.)
- 10. In one city there are 25,684 inhabitants, in the second are 13,700, in a third are 10,485, and in a fourth are 29,756. How many inhabitants are there in all these cities?

(10-0)

#### GEOGRAPHY, FIRST CLASS.

- 1. Name the N. E. states and the capitals of each.
- 2. Name the longest river, and the highest mountain in N. E.
  - 3. What is the most important business in N. E.?
- 4. Name two capes on the eastern coast of Massachusetts.
  - 5. Name the Great Lakes. Which is the largest?
  - 6. What is an island? Name one.
  - 7. What mountains are in the eastern part of the U.S.?
  - 8. Name the countries of N. A.
  - 9. Between what oceans is the U.S.?
  - 10. What is a peninsula? Name one.

## LANGUAGE, FIRST CLASS.

- 1. I see a picture of a quiet lake. The surface is as smooth as glass.
  - 2. Charles, did you ever visit the Museum in Boston?
  - 3. The capital of the United States is Washington.
- 4. Will you go to Lynn with me, John, next Thursday? I will if it is pleasant.
- 5. Here is a pretty sight. On one side are high mountains and between them is a broad valley.

# SPELLING, FIRST CLASS.

1	building	13	certainly
2	blackberries	14	England -
3	patiently	15	running
4	multiplier	16	scholar
5	currants	17	field-mouse
6	creature	18	depths
7	animal	19	pudding
8	caterpillar	20	quotient
9	trouble	21	extremely
10	laughing	22	echoed
11	Indian	23	money
12	Robert	24	themselves

25 neighbor

## SALEM CLASSICAL AND HIGH SCHOOL.

## QUALIFICATIONS FOR ADMISSION.

Scholars who have received the diploma of their respective grammar schools are admitted to the High school without examination. Promotions take place at the beginning of the autumn term in September.

For those who are not graduates of a grammar school, an examination will be held the last week in June. The exact date will be advertised in the local papers. The qualifications prescribed by the school committee for admission are as follows. The candidates must be at least twelve years of age; must present written testimonials of character and scholarship from their last teacher; and must obtain upon an examination in Spelling, Reading, Geography, United States History, English Grammar, and Arithmetic, such an average of excellence as the master and High School committee may, from year to year, establish as the minimum of admission.

Candidates for classes higher than the Junior class, and scholars coming from other High schools, are allowed to enter such classes as, on examination, they may be found best fitted for.

Pupils whose parents or guardians reside elsewhere are allowed to attend school on payment of tuition. The charge is \$50 per annum, payable semi-annually in advance.

Parents thinking of sending their boys to college or to a technological school, or their girls to college, are requested to confer with the master in the beginning.

#### COURSES OF STUDY.

There are two courses of study: 1. The English course; 2. The classical course.

Note. Each boy must have at least 12 recitations a week, each girl 10.
Figures indicate number of recitations per week.

#### ENGLISH COURSE.

## First Year—Junior Class.

First Term:—Algebra 4, History 4, English 2, Commercial Arithmetic 2.

Second Term:—Algebra 4, History 4, English 2, Physiology 2.

## Second Year-Middle Class.

First Term:—Algebra 3, Arithmetic 3, English 3, Physics 3.

Second Term:—Geometry 3, Rhetoric 3, Bookkeeping 3, Physics 3.

## Third Year—Senior Class.

First Term:—Geometry 3, English 3, Physics 3, Geology 3.

Second Term:—Geometry 3, English Literature 3, Chemistry 3, [Botany 3, or Trigonometry 3].

Note. See paragraph in regard to diplomas.

## Fourth Year-Advanced Class.

First Term:—Astronomy 4, English Literature 4, History 2, Chemistry 2.

Second Term:—Review of Arithmetic 3, English Literature 4, History 3, Political Economy 2.

Compositions and declamations throughout the course.

#### COLLEGE, OR CLASSICAL COURSE.

## First Year—Junior Class.

First Term:—Latin (Grammar and Reader) 4, Algebra 4, and choice from corresponding part of English course to make up 12 recitations a week.

Second Term:—Same as First Term.

## Second Year-Middle.

First Term:—Latin (Cæsar) 4, Greek (Grammar and Lessons) 4, Algebra 3, Physics 3.

Second Term:—Latin (Cæsar) 4, Greek (Xenophon) 4, Geometry 3, Physics 3.

## Third Year—Senior Class.

First Term:—Latin (Cæsar, Virgil) 4, Greek (Xenophon, Greek Composition) 4, French (Grammar, Exercises) 3, Mathematics 4, History (Ancient) 1.

Second Term:—Latin (Virgil, Latin Composition, Latin at sight) 4, Greek (Xenophon, Greek Composition, Greek at sight) 4, French (Exercises, Translation) 3, Mathematics 4, History (Ancient) 1.

## Fourth Year-Advanced Class.

First Term:—Latin (Cicero, Latin at sight) 4, Greek (Herodotus, Greek at sight) 4, French 2, Mathematics 4.

Second Term:—Latin (Ovid, Latin Composition) 4, Greek(Iliad, Greek Composition) 4, French 2, Mathematics 4.

Compositions and declamations throughout the course.

Note. English, as required for college, and such further Physics as may be needed, will be taken when they can be arranged to the best advantage of the pupil.

## EQUIVALENTS.

Provided the scholar be qualified, any study of the English course may be replaced by a language from the classical course, or by French or German as mentioned below, with the following restrictions. Algebra in the first year, and Geometry in the second year, cannot be omitted; and either Algebra or Arithmetic must be taken in the second year. No pupil can enter the class in English later than the beginning of the third year.

A class in French (Sauveur Method 4) begins in the second year and continues through the course. German (4) can be taken in the fourth year.

#### DIPLOMAS.

Appropriate diplomas are awarded to those who have completed either three or four years of study. To entitle a scholar to a diploma he must have obtained his promotion regularly each year and have maintained during the last year an average of excellence not less than the minimum fixed for promotion.

## LIST OF BOOKS USED IN THE HIGH SCHOOL.

- Dictionaries:—James & Molé's French; Whitney's German; Liddell & Scott's Greek; White's Latin; Worcester's English; Webster's English.
- English:—American Poems (Longfellow, Lowell, Whittier); Tales from Shakespeare; Sketch Book; Macaulay's Lays; School editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare, Spencer, Chaucer); Selections from Addison, Burke, Webster; Hill's Rhetoric. Also such other English works as may be prescribed for admission to college.
- French:—Otto's Grammar: La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Contes Merveilleux; Le Philosophe sous les toits; Nouvelles Génevoises; Picciola; L'Avare; Marcellac's Manuel d'Histoire de la littérature française.
- German:—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.
- Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon.
- Latin:—Harkness's Grammar, Reader and Prose Composition; Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.

- History:—Swinton's Outlines; Green's English History; Pennell's History of Rome; Pennell's History of Greece.
- Mathematics: Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Perrin's Drill Book in Algebra; Wentworth's Geometry; Duff's Bookkeeping and Blanks; Robinson's Surveying and Navigation.
- Science:—Eliot & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoology; Champlin's Political Economy.

#### GRAMMAR SCHOOLS.

- Arithmetic:—Franklin Written; Colburn's First Lessons. Dictionaries:—Worcester's Primary, Elementary or Comprehensive.
- Drawing: —American Text Book of Art Education, L. Prang & Co.
- Grammar:—Patterson's Elements of Grammar; Knox's Language Lessons.
- Geography:—Swinton's Grammar School; Scribner's Geographical Reader.
- History:—Barnes' Brief History of U. S.: Higginson's Young Folks U. S.
- Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate: Lippincott's Series; Appleton's 5th (for sight reading.
  - Worcester's Comprehensive Speller.
- Writing:—Duntonian System; Payson, Dunton & Scribner's.

#### PRIMARY SCHOOLS.

- Arithmetic: —Franklin Primary and Elementary.
- Dictionary: —Worcester's Primary.
- Drawing:—American Text Book of Art Education, L. Prang & Co.
- Geography:—Swinton's Introductory Geography; Scribner's Geographical Reader.
- Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2d Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd. Barnes' 1st, 2nd, 3rd and 4th.
- Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

#### ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.

# CORPS OF TEACHERS.—Dec., 1885.

[A prompt notice of change of residence is requested by the Secretary. The date of election to present position is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*.

#### HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	\$2,200	June, 1882.	6 Linden.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	22 Federal.
Susan A. Osgood,	First Asst.	1,100	February. 1868. Sept., 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867.	34 Broad.
Alice Jenkins,	66	650	Sept., 1863. October, 1876.	Lynn.
Jane M. Gray,	66	650	March, 1865. September, 1882. February, 1877.	13 Mall.
Elizabeth P. Knight,	66	650	June, 1882.	92 Essex.
Mary R. Sawyer,	64	650	June, 1883.	11 Roslyn.
		\$8,050		

#### BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1,11.	HANNAH E. CHOATE,	Principal	\$1,500	April, 1873. Dec., 1857.	23 Norman.
III	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
1V.	Eliza G. Coggswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	66	500	July, 1874.	20 Hathorne.
			93 100		

#### BOWDITCH GRAMMAR, DEAN STREET.

CLASS	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal.	\$1,800	Dec., 1874.	131 Federal.
	Mina C. Smith,	Asst. to Prin.	200	Sept., 1864	19 Mason.
11.	Margaret G. Standley.	Sub-Prin.	800	June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	44	500	April, 1876.	32 Buffum.
III.	Laurette H. Files,	66	500	Feb., 1882.	250 Wash'n.
III.	Flora J. Sibley,	66	500	Jan. 1883.	3 Union Pl.
IV.	Harriet D. Bowen,	44	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	66	500	July, 1874.	6 North Pine.
IV.	Grace A. Tuttle,	46	500	Dec., 1884.	113 Federal.
V.	Eunice G. Burnham,	66	500	May, 1871.	366 Essex.
v.	Helen M. Miner,	66	500	Dec., 1874.	146 Wash'n.
v.	Grace E. Childs,	66	500	May, 1882.	345 Essex.
		k	\$7,300		

## PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1,11.	EDWIN R. BIGELOW,	Principal	\$1,800	Ang., 1876. Nov., 1857.	117 Federal.
III.	Mary E. Stanley,	First Asst.	600	Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Georg'na A. Burnham,	"	500	Sept., 1872. June, 1885.	18 Andrew.
īv.	Carrie F. Lucas,	"	500	Dec., 1879.	2 Woodb'y ct
v.	Clara M. Greenough,	"	500	Sept., 1879.	4 Barton sq.
v.	Charlotte M. Newton,		500	Nov., 1881.	2 Winthrop.
			\$4,900		

## PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
III. Sarah IV. Mary	P. HAYWARD, E. Cross, A. Cross, ine Wiggin,	Principal First Asst. Assistant	\$1,800 600 500 500 \$3,400	Dec., 1843. March, 1845. March, 1851.	83 Summer. 7 Piedmont. 13 Liberty. 37 Lafayette,

#### SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	OWEN B. STONE,	Principal	\$1,800	Sept., 1873. Sept., 1854.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	44	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	66	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,		500	Sept., 1878.	67 Lafayette.
v.	Sarah E. Towne,	4.6	500	Nov., 1871.	11 Everett.
			\$4,900		

#### BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
H.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
III.	Margaret M. Haskell,	**	500	Jan., 1866.	54 Wash'n sq.
IV.	Frances W. McMurphy,	66	500	June, 1883.	25 Pickman.
			\$2,100		

## BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	\$600	Sept., 1857.	7 Cherry.
11.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
111.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette.
			\$2,100		

#### APPENDIX.

## BROWNE SCHOOL, ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop.
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	66	500	Feb., 1879.	24 Winthrop.
III.	Emma A. Graves,	"	500	May, 1870.	22 Federal.
III.	Martha P. Ober,	"	500	Nov., 1879.	1 Holly.
IV.	Mary J. Bigelow,	66	500	Dec., 1880.	56 Lafayette.
IV.	Julietta M. Averill,	66	500	Feb., 1876.	280 Wash'n.
			\$3,600		

## CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n sq.
11	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
111	H. Augusta Moulton,	"	500	April, 1866.	105 Federal.
IV.	Laurette P. Emerson,	66	500	Dec., 1880.	269 Bridge.
			\$2,100		

## ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF	RESIDENCE.
ı.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	153 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	4.6	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	65	500	Oct., 1876.	15 Margin.
			\$2,100		

#### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
II. III.	AMELIA R. THAXTER, Lucy E. Adams, Caroline F. Allen, Abby B. Skinner,	Principal Assistant	500	Oct., 1877. May, 1859 March, 1870. May, 1878. Feb., 1881.	6 Federal ct. 47 Endicott. 114 Federal. 14 Howard.

#### LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	13 Margin.
11.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle,	4.6	500	Oct., 1876.	113 Federal.
IV.	Mary A. Smith,	46	500	April, 1884.	10 Upham
IV.	Annie J. Coan,	4.6	500		8½ Herbert.
			\$2,600		

#### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	EMILY A. GLOVER,	Principal	\$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
111.	Eliza J. Rice,	6.6	500	March, 1878.	20Mt.Vernon.
IV.	Elizabeth E. Farmer,	66	500	Dec., 1876.	109 North.
IV.	Gertrude A. Fuller,	66	500	March, 1885.	53 Endicott.
			\$2,600		

#### PICKMAN SCHOOL, SCHOOL STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. STETSON,	Principal	\$600	April, 1873.	59 Barr.
II, III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield.	44	500	Sept., 1873.	68 Buffum.
			\$1,600		

#### PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. Anna Harris,	Principal	\$600	June, 1859.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
111.	Elizabeth T. Lyon,	46	500	June, 1883.	23 Mall.
IV.	Sarah F. Morrison	44	500		7 Eden.
			\$2,100		

## UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ELIZ'TH C. RUSSELL,	Principal	\$600	June, 1884.	10 Winter.
II.	Emily S. Phelps,	Assistant	500	Sept., 1854. March, 1870.	16 Federal.
111.	Laura J. Symonds,	66	500	Oct., 1876.	10 Orne.
IV.	Laura M. Carleton,	66	500	June, 1884.	87 North.
			\$2,100		

## NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	\$600	April, 1882.	403½ Essex.
Annie V. Ward,	Assistant	500	April, 1882.	19 Herbert.
		\$1,100		

NAME.	POSITION.	DATE OF ELECTION.	SAL'RY	RESIDENCE.
Henry O. Upton.	Music Teacher.	Oct., 1883.	\$600	32 Turner.

# TRUANT OFFICERS.

NAME.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
John W. Libbey, Charles Shortell,	\$800 10 \$810	February, 1874. January, 1885.	13 Margin. 4 Park.

# JANITORS.

NAME.	SAL'RY.	SCHOOLS.	RESIDENCE.
Wm. H. Baker,	\$650	1-Phillips,	6 Ash.
Michael Buckley,	350	2-Carlton & Prescott.	15 Gedney Court.
Frederick H. Hunt,	425	2-Bentley & Lynde.	17 Hardy.
Joseph Tomlinson,	700	1-Bowditch,	36 Albion.
Charles H. Merrill,	500	3-North Salem.	33 Northend.
James E. Tufts.	350	2-Lincoln & Endicott.	5 Warren Court.
Joun W. Wheeler,	650	3-South Salem.	4 Harrison Avenue.
John S. Wardwell,	450	2-High & Oliver.	12½ Mt. Vernon.
	\$4,075		

#### BOARD OF SCHOOL COMMITTEE, 1886.

John M. Raymond, Mayor, Chairman, ex-officio.

John Robinson, President of the Common Council, member exofficio.

WARD ONE.

Till 1887.
James Keating,
9 Liberty.

Till 1888.
Francis E. Hines,
11 Liberty.

Till 1889. Nathan H. Millett. 8 Curtis.

Edwin H. Dodge, 47 Washington Sq. WARD TWO.

De Witt S. Clark,

2 Oliver.

Samuel Worcester, 35 Washington.

WARD THREE.

John Preston, 1 Mt. Vernon. Benjamin Barstow, 25 Chestnut.

Joseph P. Fessenden, 333 Essex.

WARD FOUR.

Hubbard Breed, 83 Federal. John O'Shea, 156 Boston. Edward S. Atwood, 136 Federal.

WARD FIVE.

William S. Lord, Holly, cor. Linden. Jessie Robbins, 4 Cherry. Nathaniel B. Perkins, 2 Cherry.

WARD SIX.

Elward E. Dalton, 43 Federal, Horace N. Smith, 16 Orne. Henry J. Gaffney. 119 Mason.

Alfred B. Brown, Secretary. 37 Walter. Charles E. Burns, Messenger, 5 City Hall.

(87)

Executive Committee, Mayor Raymond, President Robinson and Messrs. Fessenden, Dodge and Barstow.

High School Committee, Edward S. Atwood, Chairman: Joseph P. Fessenden, Nathan H. Millett.

Grammar School Committee, Edward E. Dalton, Chairman: Hubbard Breed, Edwin H. Dodge, Francis E. Hines, Wm. S. Lord.

Primary School Committee, John O'Shea, Chairman: Benjamin Barstow, De Witt S. Clark, Henry J. Gaffney, James Keating, Nathaniel B. Perkins, John Preston, Jesse Robbins, Horace N. Smith, Samuel Worcester.

Committee on Naumkeag School, Benjamin Barstow, Chairman: Nathaniel B. Perkins, Francis E. Hines.

Committee on Evening Schools, Nathan H. Millett, Chairman: Edwin H. Dodge, John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, Chairman: De Witt S. Clark, Edward E. Dalton, Francis E. Hines, Jesse Robbins.

Committee on Text Books, Joseph P. Fessenden, Chairman: Edward E. Dalton, William S. Lord, James Keating, Nathaniel B. Perkins.

Committee on Printing and Supplies, Edwin H. Dodge, Chairman: Benjamin Barstow, Nathan H. Millett, Hubbard Breed, John Preston.

Committee on Music, Edward S. Atwood, Chairman: DeWitt S. Clark, Samuel Worcester.

Committee on Drawing, Joseph P. Fessenden, Chairman: Henry J. Gaffney, Jesse Robbins.

The Secretary of the Board is clerk of the standing committees.

#### SCHOOL CALENDAR FOR THE YEAR 1886.

- School year began Monday, Sept. 7, 1885.
   Second term begins Monday, February 1, 1886.
   School year ends Saturday, July 10, 1886.
   Next school year will begin Monday, Sept. 6, 1886.
- Vacations:—Monday to Saturday. The week in which Fast Day occurs.
   Monday, July 12, 1886, to Saturday, Sept. 4, 1886, both included.
   Thanksgiving Day and the two days following.
   Christmas to New Year's, Dec. 25, 1886, to Jan. 1, 1887, inclusive.
- 3. Legal Holidays:—Washington's Birthday, February 22, 1886. Decoration Day, May 30. Fourth of July.
- 4. Number of weeks of actual school time, after deducting the vacations and holidays, as above, 41.
- Number of sessions:—High School, one each week-day, except Saturday; Grammar, Primary and Naumkeag schools, two each week-day, except Wednesday and Saturday, and then but one.
- 6. Hours of session :-
  - High School, April 1 to November 1, from 8 a. m., to 1 p. m.; November 1 to April 1, from  $8\frac{1}{2}$  a. m., to 1 p. m.
  - Grammar schools, April 1 to September 1, from  $8\frac{1}{2}$  to  $11\frac{1}{2}$  A. M.; September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.
  - Primary schools, April 1 to September 1, 8½ to 11½ A. M.; September 1 to April 1, 9 to 11½ A. M., and 2 to 4 P. M., the year round.

Naumkeag School, like the primaries.

- Detentions permitted:—fifteen minutes after morning sessions; one half hour at the close of the afternoon sessions.
- 8. Times of monthly reports from teachers and presentation of pay rolls: January 30, February 27, April 3, May 1, May 29, July 3, October 2, October 30, December 4, December 31.
- 9. Times of meeting:—School Committee, the third Monday evening in each month. Executive committee, the first Wednesday evening in each month.
- 10. Dates for presenting all bills against the school committee, not later than the last Monday of each month. All bills should be sent to the secretary's office, No. 6 City Hall.
- 11. Secretary's office hours: -9.30 A. M. to 12.30 P. M.; 2 30 P. M. to 5.30 P. M. on school days. Office at No. 6, City Hall.













--- 1886.---

Annual Report

School Committee.

eity of Salem.

mass.



## ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

## CITY OF SALEM.



DECEMBER, 1886.

SALEM:
PRINTED AT THE SALEM PRESS.
1887.



## CONTENTS.

				Page
BOARD OF SCHOOL COMMITTEE, 1886,				5
Reports:—Executive Committee,				9
High School Committee,		•		11
Grammar School Committee,	•			14
Primary School Committee,				17
Naumkeag School Committee,				20
Evening School Committee,				24
Committee on Music, .				27
Committee on Drawing,				28
Committee on Examination of	<b>F</b> eacher	s,		30
Committee on Printing and Sur	oplies,			31
Committee on Text Books,				33
Appendix:—Census,		•		39
Abstract of Census, .				40
Ages of Pupils in all grades,				41
Promotions, July, 1886,	•			41
Account of Truant service, 188	5-6,	•		42
Rates of Tuition, .				42
Table of Statistics, .				43
Statistics Supplementary,				44
Graduates, High and Grammar				45
Examinations of Salem Gramm	nar Scho	ools, Ju	ne,	
1886,	•	•		49
Examinations of Salem Prima	ry Scho	ools, Ju	ne,	
1886,		•		74
Qualifications for admission to	o Salem	Classi	cal	
and High School, .				77
Courses of study, .				78
Books used in the Schools of S				81
Corps of Teachers, Dec., 1886,				84
Truant Officers and Janitors,				90
Board of School Committee, 18	387,			92
School Calendar,	•	•		94



#### BOARD OF SCHOOL COMMITTEE, 1886.

JOHN M. RAYMOND, Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member exofficio.

WARD ONE.

Till 1887. Till 1888. Till 1889.

Francis E. Hines, Nathan H. Millett, James Keating, 9 Liberty. 11 Liberty. 8 Curtis.

WARD TWO.

Edwin H. Dodge, De Witt S. Clark, Samuel Worcester, 47 Washington Sq. 2 Oliver. 35 Washington.

WARD THREE.

John Preston, Benjamin Barstow, Joseph P. Fessenden,

1 Mt. Vernon. 25 Chestnut. 333 Essex.

WARD FOUR.

Hubbard Breed, John O'Shea, Edward S. Atwood, 156 Boston. 83 Federal. 136 Federal.

WARD FIVE.

Nathaniel B. Perkins, Jesse Robbins, William S. Lord,

Holly, cor. Linden. 4 Cherry. 2 Cherry.

WARD SIX.

Edward E. Dalton, Horace N. Smith, Henry J. Gaffney, 43 Federal. 16 Orne. 119 Mason.

Alfred B. Brown, Secretary,

37 Walter.

Charles E. Burns, Messenger,

97 Essex.

Executive Committee, Mayor Raymond, President Robinson Joseph P. Fessenden, Edwin H. Dodge and Benjamin Barstow.

High School Committee, Edward S. Atwood, Chairman: Joseph P. Fessenden, Nathan H. Millett.

Grammar School Committee, Edward E. Dalton, Chairman: Hubbard Breed, Edwin H. Dodge, Francis E. Hines, William S. Lord.

Primary School Committee, John O'Shea, *Chairman*: Benjamin Barstow, DeWitt S. Clark, Henry J. Gaffney, James Keating, Nathaniel B. Perkins, John Preston, Jesse Robbins, Horace N. Smith, Samuel Worcester.

Committee on Naumkeag School, Benjamin Barstow. *Chairman*: Nathaniel B. Perkins, Francis E. Hines.

Committee on Evening Schools, Nathan H. Millett, Chairman: Edwin H. Dodge, John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, Chairman: DeWitt S. Clark, Edward E. Dalton, Francis E. Hines, Jesse Robbins.

Committee on Text Books, Joseph P. Fessenden, Chairman: Edward E. Dalton, William S. Lord, James Keating, Nathaniel B. Perkins.

Committee on Printing and Supplies, Edwin H. Dodge, Chairman: Benjamin Barstow, Nathan H. Millet, Hubbard Breed, John Preston.

Committee on Music, Edward S. Atwood, Chairman: DeWitt S. Clark, Samuel Worcester.

Committee on Drawing, Joseph P. Fessenden, Chairman: Henry J. Gaffney, Jesse Robbins.

The Secretary of the Board is clerk of the standing committee.

#### SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .				Edwin H. Dodge
Bowditch, Dean St.,	,			. Hubbard Breed.
Phillips, Washington Sq.,			•	Francis E. Hines.
Pickering, School St.,			Edward E	. Dalton, Chairman.
Saltonstall, Hazel St., .				William S. Lord.

#### SUB-COMMITTEES FOR PRIMARY SCHOOLS

Bentley, Essex St.,				. Samuel Worcester.
Bertram, Willow Ave.,				. Jesse Robbins.
Browne, Ropes St.,				Nathaniel B. Perkins.
Carlton, Skerry St., .				DeWitt S. Clark.
Endicott, Boston St.,				John Preston.
Lincoln, Fowler St.,				John O'Shea, Chairman.
Lynde, Herbert St.,	,			. James Keating.
Oliver, Broad St.,				Benjamin Barstow.
Pickman, School St.,				. Henry J. Gaffney.
Prescott, Howard St.,				. DeWitt S. Clark.
Uphain, North St.,				. Horace N. Smith.



## REPORTS.

#### REPORT OF EXECUTIVE COMMITTEE.

In School Committee, Salem, Dec. 20, 1886.

### To the School Board of the City of Salem:

The Executive Committee of the School Board present the following report of the expenditures and receipts of the school department for the fiscal year ending November 30, 1886.

		81,900 00
Special appropriation,	1,900 00	
Original approriation,	\$80,000 00	

#### EXPENDITURES.

Salaries,	34,480	86
Janitors,	4,339	68
Fuel,	3,675	46
Printing and supplies,	2,200	00
Text-books,	4,000	00
Light: Gas, 130.42; Electric, 55.50,	, 185	92
Water rates,	869	40
Taking school census,	229	84
Printing annual report,	126	00
Miscellaneous,	1,400	00

Total expenditures carried forward,

81,507 16

Total expenditures brought forward, 81,507 16	Total	expenditures	brought	forward.	81,507 16
---	-------	--------------	---------	----------	-----------

#### RECEIPTS.

RECEIT 15.				
Dog tax,	1,593	37		
Tuition of non-resident pupils,	475	00		
Damage to text-books,	18	10		
			2,086	47
		-		
Net total expenditures,			79,420	69
Amount of appropriations,	81,900	00		
Amount of expenditures,	81,507	16		
Amount of unexpended a	ppropriati	on,	392	84

For the committee,

JOHN M. RAYMOND, Chairman.

#### REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM, In School Committee, Dec. 20, 1886.

The High School Committee have the honor to report that the year just closing has been one of fair prosperity. With a capable corps of instructors it was to be expected that good work would be done, and that expectation has been realized. The retirement of Mary J. Thayer from the active force of the school, after long and efficient service, was a source of regret, but the culture and earnestness of her successor, Martha J. Roberts, warrant the belief that the temporary check will not prove to be a permanent impairment.

The whole number of scholars enrolled for the year is: 109 boys, 107 girls — Total 216.

These are divided as follows:

First class, 18; second class, 42; third class, 52; fourth class, 104.

The committee regret to notice that as the course of study proceeds so many of the pupils drop out from year to year, but this decline is largely owing to causes which it seems impossible to obviate. The average attendance for the year has been 202 out of 216, and the per cent of attendance has been 99 which your committee considers a creditable record.

An effort has been made to render the course of study more efficient by reducing the possibility of a choice of studies on the part of the pupils, and by more completely isolating the English course. Progress is reported, but it is found practically very difficult without surrendering certain advantages which it is thought very desirable to retain. The committee are of the opinion that a rigid English and a rigid classical course, in neither of which any elective studies should be allowed, would in some respects be superior to the present system.

The change recently made in the requirements for admission to Harvard College, and in the age of admission to the Institute of Technology, will necessitate some change in the classical course. It may be desirable to convert our chemical laboratory into a physical laboratory; but this would answer only as a temporary expedient, and more permanent arrangements might soon be made to meet the permanent wants of the changed situation. It will be necessary in the near future to place the whole scientific department under the charge of a competent male instructor.

The city of Salem may well be proud of its High School. It need not fear comparison in this respect with any other city or town in the commonwealth. It yearly sends to the colleges and into our homes and into business life young men and women cultured, enthusiastic and fitted to occupy prominent positions in society. We bespeak for it in the future what it has received in the past, the hearty support and generous material aid of the municipality, the interest and coöperation of all our citizens, and an ever-increasing

number of faithful and enthusiastic students who shall be aspirants for its honors and the recipients of the wide and varied culture which it has to offer. Whatever it has accomplished in the past, it should be encouraged to attempt still more, until it interprets the legend on the city seal and spurs its scholars on to grasp "the riches of the farthest east," in science, literature and the art of noble living.

E. S. ATWOOD,
Jos. P. FESSENDEN,
N. H. MILLETT.

Committee.

### REPORT OF THE GRAMMAR SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE, Dec. 20, 1886.

The report of the Grammar School Committee for the year now ending is as follows, viz.:

In comparison with the previous year, we find a decreae of seven in the number enrolled, sixteen in the daily belonging, and four in the average attendance.

A decrease of twenty-nine half days is noted in truancy; thirty-one in cases of tardiness, and an increase of forty-one in cases of corporal punishment.

105 half days absence of teachers are reported for 1886, against 226 the previous year.

The number of diplomas issued to the graduates of the grammar schools was 122, and of these graduates 101 entered the high school at the commencement of the term in September.

The number of promotions from the primary to the grammar schools at the commencement of the school year was 333, a decrease of three from the previous year.

Though book-keeping was authorized by vote of the board as a study in the highest grade of the grammar schools in 1883, it was not until the present year, that a text book was placed in the schools. After the examination of several books on the subject, the Committee selected Meservey's Single Entry System of Book-keeping.

The study of hygiene and physiology was also commenced the present year, in all of the schools of the city as required by the recently enacted law of the State. The old Franklin series of readers which have been in use for a number of years, has recently been discarded, and the new Franklin substituted.

In December, 1885, an order was adopted by the board providing for additional assistants in the grammar schools, to be placed in the room with the principal, to enable him to supervise not only his own particular school, but also the primary school located in the same district. At a meeting of the grammar school committee, held January 21, 1886, it was voted to request the board to annul that part of the order relating to the supervision of the primary schools by the grammar school principals, which request was granted at a subsequent meeting of the board, and the order as amended was carried into effect as follows, viz.: In the Pickering, Sarah E. Cross was transferred from the second room to the first, and Irene M. Morse was appointed to the vacancy. Lena C. Emery was invited to the Saltonstall School, and in the Bentley Alice M. Dodge was placed in the second room, and Mary A. Coleman transferred to the principal's room.

In the Phillips School, Carrie F. Lucas was promoted to the principal's room and Annie L. Hickey received the appointment to the fourth class.

In the Bowditch, Lucy M. Files was assigned to the first room, and Mina C. Smith, who had for some time acted as "helper" to the principal, was placed in charge of Class 4, as permanent teacher.

The appointment of these additional assistants adds about two thousand dollars to the already large expenditures for our schools. The committee desire a fair trial of what can only be regarded as an experiment and believe that at least another year is required before any impartial judgment can be formed as to its workings.

The sub-committee of the Bowditch, writes as follows, in relation to the second industrial exhibition of the pupils of that school:—

"The second industrial exhibition of the pupils of the Bowditch School took place in Lincoln Hall, at the close of the school term; and, while there was not such a large and varied display as in the year preceding, yet the articles contributed were highly creditable to the scholars.

These exhibitions are in the right direction, and should be encouraged by the committee; and if extended to all the schools could not fail of beneficial results.

The judges were so well pleased that they made a very liberal contribution towards providing a full set of carpenters' tools, which have been purchased, the use of which is allowed to the pupils as a reward for good standing in study and deportment."

The schools under our charge are in a prosperous condition; as much so as in any preceding year. Our teachers, able and of large experience, have proved themselves successful instructors of the scholars placed in their keeping. Their duties have been performed to the satisfaction of the committee, and with profit to the schools.

In retiring from the board, after many years of very pleasant service, I express my thanks to the members for the respect and kindness shown me, and to the members of the grammar school committee with whom my relations have been of the most cordial character, I tender my grateful acknowledgments for the support and encouragement given me in the discharge of the duties of the office of chairman for the past five years.

EDW. E. DALTON, Chairman.

#### REPORT OF PRIMARY SCHOOL COMMITTEE.

In School Committee, Salem, Dec. 20, 1886.

The Primary Committee, in compliance with the rules of the school board present their annual report.

Early in the year arrangements were made for furnishing a room in the Oliver school-house for an advance primary class, the object being to give particularly bright children an opportunity to accomplish two years' work in one, thereby saving one year.

It was ascertained upon inquiry at the several schools that there was a sufficient number of pupils qualified to form such a class, but as the parents of all but twelve objected to the attendance of their children, the plan was necessarily abandoned.

After several efforts to introduce a new reader, the board finally adopted the "New Franklin Series" as a text-book in place of the old "Franklin Series" which was discarded. The new readers are giving satisfaction.

The primary committee voted to use the first and second readers in the two lower grades and the third reader in the upper.

They also voted to request permission of the full board to use the "Barnes Third Reader" as a text-book in the second class. This request was, however, refused, and the "Barnes" reader being upon the supplementary list is used in place of a text-book in the second grade.

The study of physiology and hygiene which was introduced into the primary schools this year proves to be simple and interesting. The ill effects of alcoholic drinks and tobacco upon the mind and body are particularly dwelt upon by the teachers. We believe this study will be of great benefit, and the rational impression made on the young mind in regard to strong drink, will, we trust, make the solution of the temperance question of the future an easier matter.

The principals of the primary schools, having expressed a wish that some measures might be adopted whereby they could visit occasionally the other rooms in their buildings to witness their assistants' method of teaching, to note the progress of the pupils, to advise and correct if necessary, and to be principals in fact as well as in name,—this committee voted to employ, with the permission of the full board, an assistant to visit in turn the several schools and assume charge of the principal's room while the latter inspected the lower classes.

The committee feel confident that the schools are greatly benefited by this arrangement.

A record card has been adopted to take the place of the credits now in use, and will be introduced the first of January. A card will be given to each pupil to be taken home every afternoon and returned the next morning. The card will show the deportment, the absence, tardiness etc., and it is to be hoped that the parents will assist the teachers by carefully inspecting the record.

Public examinations were held in several schools at the close of the school year. They were well attended by parents and others interested. We believe these examinations should be given in all the schools every year, thereby giving the public an opportunity to witness the progress made by the pupils. The primary committee this year has manifested a disposition to receive suggestions from the teachers and more than once have invited the principals to consult with the committee on educational matters. These suggestions have received favorable consideration, and from this exchange of ideas, the committee believe that great benefits will result to the schools.

We take pleasure in testifying to the faithfulness with which our teachers have carried on their work and believe the schools fully equal the standard of previous years.

A few changes have taken place in the corps of teachers. Sarah F. Morrison was appointed to fill a vacancy in the Prescott School; Mary E. Rowley was elected to the Carlton School, Laurette P. Emerson having resigned, and Hattie P. Burbank was appointed to fill the position made vacant by the resignation of Abby B. Skinner.

Owing to a decrease in the number of pupils in the lowest grade in the Browne School, the two classes were consolidated under charge of Juliette M. Averill, and Mary J. Bigelow was confirmed as assistant to the primary principals.

The committee take this opportunity to suggest to the teachers of all the schools the advantage of organizing an association similar to those existing in many other places, for the purpose of discussing methods of teaching and discipline, the awakening of enthusiasm in the pupil, and to consider any matters of interest common to their educational work.

For the committee,

JOHN O'SHEA, Chairman.

# REPORT OF THE COMMITTEE OF THE NAUMKEAG SCHOOL.

In School Committee, December 20, 1886

The Naumkeag School began in the month of December, 1885, with eighty-seven enrolled pupils, sixty-two belonging, and forty-four in average attendance. Early in the year, a sudden influx of pupils revealed the fact, that, in consequence of the appointment of a new state agent for the mills, and greater strictness arising therefrom, a number of children wrongfully working there were obliged to leave. In consequence of this influx, in addition to that naturally arising each year at the approach of milder weather, the school became uncomfortably crowded. Application having been made to the full board, and these facts communicated, the latter very considerately made a change, at the April meeting, in the Browne School, by which another room was placed at the disposal of your committee.

The change in the number of the pupils is set forth at length, in the table below. It will be seen that the number enrolled, belonging and attending, as mentioned previously, during the month of December, 1885, had risen in May, 1886, severally to 155, 116 and 71, and in June to 166, 115 and 60.

	ENROLLED.			BELONGING.			AVERAGE ATTENDANCE.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1885. Dec.	48	39	87	35	27	62	26	18	44
1886. Jan.	56	40	96	39	24	63	27	12	39
Feb.	58	43	101	41	24	65	28	15	43
Mar.	72	57	129	47	32	79	34	22	56
Apr.	57	61	118	39	43	82	29	30	<b>5</b> 9
May	81	74	155	61	53	114	40	31	71
June	86	78	164	63	<b>5</b> 2	115	32	28	60
Sep.	26	22	48	23	18	41	17	13	30
Oct.	39	25	64	31	24	55	25	15	40
Nov.	47	31	78	36	28	64	28	20	48

Upon the opening of the school in September, after the vacation, it was found that, owing to the opening of a parochial school, by the reverend Father in charge of the French Parish in Ward Five, the greater portion of the children of the Naumkeag School had been drawn away. This parochial school, it is understood, is conducted in the French language and must, therefore, not be recognized by the school committee, who are forbidden by Massachusetts statute law (chapter 49, first 3 sections), so to do. Every parent, who shall send his child there, is also liable, by statute, to a fine, not exceeding twenty The names of these children, with an extract dollars. from the Statute of Massachusetts, to that effect, was handed to officer Shortell, the assistant truant officer. No especial report has been received from him, but the children have been slowly returning to the school, and there is a prospect that they will all return before long. The records of the school show that the numbers, which in September, were severally 48, 41 and 30, have risen, in November, the latest report, to 78, 66 and 48, and, it is believed that, when the facts and law become fully known to the Rev. Father in charge of the French Parish, no trouble need be apprehended hereafter.

It was deemed advisable to take more notice of extraordinary diligence, or exemplary acquirements and good conduct in the school. It was considered that the best course would be to acquaint the parents with that fact. For this purpose 250 notes, in the French language, were written during the first term, ending with the summer vacation. The subjects of commendation were spelling, numbers, reading, and good conduct. The eagerness of the children to obtain these notes, and improvement in the school consequent therefrom would appear to justify this course. Fifty-seven notes were sent in September, October and November.

Perhaps it would be as well, in this report, to call the attention of the board to the case of daily occurrence, when application is made to the secretary of the board, for permits to work in the mills. In many of these cases, no evidence of the facts can be obtained, except the statement of the children or their parents, which is in direct conflict with the evidence before the eyes of the secretary, in the size and apparent youth of the party. It would seem that the secretary should be assured of the cordial support of the board, should he persistently refuse such permits, where fraud appears to him too evident to be doubted. Everything that has been asked from the committee on public property, for the use of this school, has

been promptly and courteously provided, and we take this opportunity to return our thanks therefor.

We desire to express our approval of the great industry, application and devotion to the interests of the children, shown by the teachers of the school. Their familiarity with the French language is a great facility in teaching.

For the committee,

Benjamin Barstow, Chairman.

### REPORT OF COMMITTEE ON EVENING SCHOOLS.

## In School Committee,

SALEM, Dec. 20, 1886.

In compliance with the rules of the school board, the Eveniug School Committee now present their annual rereport for the term of 1885 and 1886.

The school for girls was opened on Monday evening, November 2, 1885, and closed, February 15, 1886, having held sixty-six sessions.

It was under the charge of Mary E. Rowley with one assistant.

The total registry was 56.

#### Average attendance:

November, 27, January, 13, December, 22, February, 10.

The studies were reading, writing, spelling, grammar, arithmetic, geography and history of the United States.

As far as was practicable, classes were formed, but in some of the studies individual teaching was necessary.

The members of this school show much interest and diligence in their studies and the committee regret the small attendance at this very useful school, but as years pass there does not seem to be any improvement in this respect.

The school for boys was held at the Town Hall, as it

has been for several years past, opening Monday evening, November 9, 1885, and closing February 15, 1886, having held sixty-five sessions.

The registry was 223.

Average attendance:

November, 128, January, 60, December, 100, February, 30.

Of the large number registering, many were boys from twelve to fifteen years old, who work in the cotton and jute mills, and in shoe and paste shops.

These soon get tired of the confinement of school, and finding that they are not allowed to do as they please, and have their so-called fun, leave for the more congenial occupation of roaming around the streets.

This school was under the charge of Chastine Emerson, with five assistants, but owing to the large number of French pupils, four additional assistants were employed for a short time, and as attendance diminished some were discharged.

The studies pursued were reading, writing, arithmetic, book-keeping and geography.

The French pupils were mostly desirous to learn to read in the English language; a few of those who had learned English studied arithmetic.

The committee endeavored to induce a larger attendance at these schools, personally, and by public notice in the papers at the middle of the term, but without success.

The teachers at these schools are entitled to commendation for their work, and in many cases the results show that they had well performed their duties.

Our thanks are due to the mayors of the city who held office during this term, and also to the members of the school board for their visits to the schools.

For the term of 1886 and 1887 the school for girls was opened Monday, November 1, in charge of Chastine Emerson, with a registry of fifty-six pupils, but the largest attendance in November was thirty-three.

The boys' school under charge of Jos. F. Quinn opened Monday, November 8, with a registry of about 200 pupils, but as has been the case in former years the greater number soon discontinued their attendance; and of late the average attendance has not been over sixty.

The committee would suggest that the experiment be tried next year of having, say three schools, in different sections of the city, with an increase of the number of members of the committee.

For the committee,

N. H. MILLETT, Chairman.

### REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, CITY OF SALEM, Dec. 20, 1886.

The Committee on Music have the honor to report that the course of musical instruction in our public schools has been carried on regularly and favorably during the year. The musical instructor has been anxious to spend more time relatively on younger pupils in the lower grade of schools, which seems to your committee to be wise, as being of the nature of foundation work. The best and almost the only chance for the public to acquaint itself with the quality of the work being done is afforded by the musical exhibition such as has been given during the present year. It was eminently satisfactory and pleasing and a significant feature of the entertainment was the fact that music written by Mr. Mason of Boston was sung at sight, by the children on the stage; an accomplishment for which they received high commendation from those who are acknowledged authorities. No money expended by the school department is spent to better purpose than that used in creating musical taste and cultivating musical ability. The slight advance in the salary of the musical instructor was richly deserved; and even now considering the service performed, he is one of the poorest-paid teachers in the city. It is hoped that the coming year will see an increase of public interest and still larger results in this department of school work.

E. S. ATWOOD,
DEWITT S. CLARK,
SAMUEL WORGESTER,
(27)

#### REPORT OF COMMITTEE ON DRAWING.

In School Committee, Salem, Dec. 20, 1886.

The Committee on Drawing School for the past year, respectfully present the following report:

The school opened in the middle of November, 1885, and closed March 30, 1886. The free-hand department was under the charge of Messrs. McPherson and White and Miss Lucy Hood.

Whole n	umb	er of	pupils	3,			•		147
Average	atte	ndanc	е,						84
Smallest	num	ber p	resent	at	any ses	ssion	,		58
Males,									63
Females,						,			84

The mechanical class under the charge of Mr. W. D. Dennis, opened with

Average attendance, 17; number enrolled, 37.

As in the year before, an exhibition was held at the close of the term and a general invitation extended to the citizens to be present and examine the work accomplished. Many availed themselves of the opportunity. Many of the pupils of the year before attended the school, manifesting much interest and some very creditable work was performed in both departments. Quite a number of the best specimens of the scholars' handiwork were framed and hung up in the office of the secretary of the school board, where they have attracted much attention. The interest

in the school increases from year to year, noticeable not so much in the number attending, as by the assiduity with which the scholars devote themselves to their studies. The benefit derived from this school, in the opinion of your committee, is well worth the money expended. At the present writing, the school is making healthy progress and a growing interest is manifested from night to night by the pupils. The teachers seem to be much interested in their work. As this school is established by state law and as many applicants for admission had to be turned away this winter, for want of room to accommodate them, provision will have to be made for more room, the law providing, that all applicants over fifteen years of age shall be admitted.

Respectfully,
For the committee,
Jos. P. Fessenden, Chairman.

# REPORT OF THE COMMITTEE ON THE EXAMINATION OF TEACHERS.

IN SCHOOL COMMITTEE, SALEM, Dec. 20, 1886.

The Committee on the Examination of Teachers have the honor to report:

That the examinations have been held during the year, one in June and one in December. At each of these examinations fifteen candidates made application. At the first examination, twelve candidates were successful and their names placed on the approved list, seven of the twelve being residents of Salem. The successful applicants had an average of  $78\frac{1}{3}$  per cent. The results of the examination of the current month have not yet been formulated.

E. S. ATWOOD,
JESSE ROBBINS,
DEWITT S. CLARK,
FRANCIS E. HINES.

# REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

In School Committee, Salem, Dec. 20, 1886.

The Committee on Printing and Supplies respectfully present their annual report for the year ending Nov. 30, 1886.

Your committee were requested early in the year to furnish an estimate of the amount required for use of this department and fixed it \$2,600.00, based on the expenditures of the previous year. This amount was reduced by the city council to \$2,200, and although we have not exceeded this latter amount, yet the expenditures for the coming year will probably exceed the amount originally called for.

The printing of the annual school report should, we think, belong to this department instead of the executive committee, and we hope the school rules and regulations will be amended to make it so.

There have been but very few new wall maps furnished the schools for many years, and we are receiving and expecting numerous requisitions for more maps. The question arises, however, whether the furnishing of maps really belongs to this committee or to the committee on textbooks. We trust it will be decided before the estimate for the appropriation for the coming year is made out.

Our monthly expenditures have been as follows:

December, '85,	\$263.37	June,	\$123.02
January, '86,	48.95	July,	16.89
February,	301.51	August,	324.53
March,	59.94	September,	134.52
April,	336.01	October,	152.96
May,	198.03	November,	240.27
		<u>-</u>	
		Total \$	200 00

Total, \$2,200.00

As we are required by the state statutes to furnish school supplies, it is necessary, owing to the unmethodical calls for them, to keep indispensable articles on hand constantly, and we have in storeroom at City Hall the following: 48 gross drawing pencils, 16 gross first quality pencils, 60 gross second quality pencils, 77 boxes (100) slate pencils, 100 blocks note paper, 38 dozen blocks memorandum paper, 47 dozen rulers, 11 gross pen holders, 350 boxes chalk, 38 reams examination paper, 168 slates, 7 x 11, 32 slates, 8 x 12, 22 pointers, 10 dozen blackboard erasers, 70 dozen spelling blanks, 30 gross pens, 500 pieces rubber, 28 dozen composition books, also brown paper blank books, sponges, chromos, etc.

In closing our report, we again urge the necessity for a change in the city ordinances, transferring the furnishing and care of all school property inside the schoolhouses to the school committee.

For the committee,

EDWIN H. DODGE, Chairman.

#### REPORT OF THE COMMITTEE ON TEXT-BOOKS.

IN SCHOOL COMMITTEE, SALEM, Dec. 20, 1886.

The Committee on Text Books beg leave to submit the following report for the past year:

The	amount	expended	for	text-books	was	\$3,191	02
66	6 6	6 6	6.6	covers	6.6	401	34
66	6.6	6 6	66	binding	66	388	39
66	6 6	6 6	6 6	other work	\$ 6	19	25
		Total	,			\$4,000	00

For a fuller report of what has been done by the committee during the past year, the board is respectfully referred to a report made at the beginning of the fall term, in extenso, after the committee had made a tour of all the school-houses, examined all the books and replaced such as had been destroyed or worn out. That report will make a part of this.

Amount received for books damaged, lost or destroyed, by scholars . . . . . . . . . . . . \$18 10

Respectfully submitted,

For the committee,

Jos. P. Fessenden, Chairman.

#### ON REPAIRS OF TEXT BOOKS.

IN SCHOOL COMMITTEE,

Sept. 6, 1886.

Two years ago, in conformity with a law enacted by the state legislature, it became the duty of the city to supply such of the pupils in our public schools, as had not the requisite text-books, with those that were needed, free of expense to their parents. Your text-book committee, established for the purpose of carrying that law into effect, saw that all the schools were provided with such textbooks, as the requisitions of the teachers of the several schools called for, under the sanction of the several subcommittees, those scholars who already at the time owned books being obliged, under the law, to still continue the use of them. At the end of the school year, in July last, your committee on text-books, delegated to their chairman the duty of visiting all the schools, of examining the condition of all the books and making such disposition of those found injured, after examination, as might appear necessary. The greater part of five days was taken up in making the examination in which the chairman was kindly and ably assisted by Mr. H. A. Brooks, bookbinder, and the secretary of the board. The books were carefully examined, in nearly every instance, in the presence of the teachers of the several rooms, with the following results. There were found, needing the services of a book-binder. in the

High School,	242	Bentley Primary,	101
Bowditch Gram	nar, 546	Bertram "	73
Bentley "	232	Browne	90
Phillips "	286	Carlton	72
Pickering "	130	Endicott "	27
Saltonstall "	312	Lincoln	126

REPORT ON	REPAIR	RS OF TEXT-BOOKS.	35
Lynde Primary	84	Prescott Primary	57
Oliver "	149	Upham "	74
Pickman "	60	Naumkeag "	2
		0	
making a total of	•		2,627
	so far de	estroyed, as to be use	eless, as
follows:			
High School,	0	Carlton Primary,	83
Bowditch Grammar,	6	Endicott "	119
Bentley	0	Lincoln "	92
Phillips "	2	Lynde "	95
Pickering "	8	Oliver "	• 78
Saltonstall "	6	Pickman "	83
Bentley Primary,	0	Prescott "	27
Bertram "	50	Upham "	68
Browne	79	Naumkeag "	58
making a total of			862
Upon examination,	after b	eing received at the b	indery,
		number must be cond	
		additional, as follows:	
High School,	3	Carlton Primary,	14
Bowditch Grammar,	30	Endicott "	5
Bentley "	47	Lincoln	25
Phillips "	36	Lynde "	7
Pickering "	20	Oliver "	65
Saltonstall "	40	Pickman "	8
Bentley Primary,	43	Prescott "	15
Bertram "	28	Upham "	67
Browne "	38	Naumkeag "	0
making a total of			491
which number added	to those	hefore condemned	
foots up	·	· · · · · · · · ·	1,353

Of new books, not in use,	there were found in the
Saltonstall Grammar, 290	
Bertram Primary, 32 }	making a total of 389.
Endicott " 67 )	
The number of different b	books on which repairs were
necessary is as follows:	
Geographies, 674	Franklin Arithmetics, 387
Geographical Readers, 129	Colburn's " 32
Franklin "412	Barnes' Histories, 337
Sheldon's " 119	Patterson's Grammars, 93
Scribner's "8	Spellers, 20
Lippincott's " 63	Lessons on Human Body, 1
Munroe's " 91	Bibles, 2
Appleton's "5	High School Books, 242
Dictionaries, 12	
making a total of	2,627
<u> </u>	er of the different books con-
· ·	deemed later unfit for repairs
by the binder:	
Franklin Readers and	Munroe's Readers, 12
Primers, 722	Sheldon's " 4
Franklin Arithmetics, 86	Appleton's Reader, 1
Geographies, 35	History, 1
	0.01
making a total of .	
Of the new books not in us	se, but on hand in the Salton-
stall and Endicott schools, th	
Franklin Arithmetic, 111	Music Readers, 33
" Readers, 75	Grammars, 5
Colburn's Arithmetics, 31	Histories, 22
Dictionaries, 48	Spellers, 6
Lessons on Human Body, 9	Geographies, 13
Sheldon's Readers, 4	

In addition to these, there are in Room 1, Bertram Primary, 32 Lippincott's Readers, nearly new and not in use. This makes a total of 389.

The whole number of Franklin Readers withdrawn from use is 880 and from this statement, it will be seen that these Readers, which have been in use for many years, make up nearly seven-eighths of the books condemned as unfit for use and very nearly removes all of that series of readers from the schools, unless replaced by new books of that series. Next in number of any one text-book condemned, comes the Franklin Arithmetic, the number, as already stated, amounting to eighty-six only. It was found that from one room in the Saltonstall school, where the textbook was taken home by the pupils, for the assigned purpose of study, that three-quarters of those books needed to be sent to the binder for repairs, whereas in the next room to it, where the same book is always retained in the school room, none of them were injured. Of course, various reasons may more or less account for the difference of care, but this is found to be the fact in all cases, where books are taken home by the pupils. We think it may be accounted for in one of two ways; either the book must be much more diligently thumbed at home by the pupil than in school, or what appears a more probable explanation, the book is made to do duty for a number of children in the family, partly as an educator perhaps, but more for amusement. In view of the fact that so much injury is done the book when taken home, it is a question, whether the expense accruing to the city every year from the increased injury ought not to be avoided, by allowing no text-books used in the grammar and primary schools to be carried beyond the limits of their respective rooms. Five hours' time in school, if properly occupied, should be sufficient for pupils in those schools and at their age to devote to study.

On the other hand, it is a question whether or no the injury the books incur, is compensated for, by the advantage gained to the scholar by study (if study there be) at home. In Bowditch, Room 4, Higginson's History is being used as a text-book. In Bentley, Room 1, Sheldon's Reader, classed as supplementary, is being used also, as a text-book. Several cases have arisen during the past two years, in which parents have refused to make good a loss of or injury to a text-book by the pupil, through carelessness or intent, though in most instances, the law has been cheerfully complied with. As no penalty attaches to a refusal to comply with the requirements of the law, the text-book committee is powerless to enforce it and so must make the loss or injury good.

The committee are sorry to say that, as a rule, books receive worse treatment at the hands of the girls than of the boys. Let us charitably conclude that the former study them harder than the latter. In Room 8, Bowditch, no books were found needing repairs or destroyed. In Room 3, Bentley, all the books were in good condition and in Room 1, Bertram, there was but *one* to bind.

Undoubtedly, in some cases, where a certain text-book is found, in whatever room used, to be generally in need of repair, it is in no small degree owing to the fact that it was a poorly made book and possibly the publishers had this in view when they made it. There are a large number of books in nearly all the schools, stowed away and long out of use and the committee would suggest that they be empowered to make such disposal of them, as they may deem proper, thus making more room for the care of books in use during vacation, as the schools generally are poorly supplied with conveniences for the care of the same.

For the committee,

### APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1882.	1883.	1884.	1885.	1886.
Whole number of such,	4870	4913	5212	4976	5140
Number of same, at school,	4274	4387	4631	4288	4473
Number of same, not there,	596	526	581	688	667

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrolment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

	1882.	1883.	1884.	1885.	1886.
Number of such, over 15 years old,	484	545	529	543	607
Number of all ages, at school,	4758	4932	5160	4831	5080
Of whom there were in private schools,	1264	1340	1383	1236	1422
Number of all ages, in public schools,	3494	3592	3777	3595	3658

ABSTRACT OF THE SCHOOL CENSUS, MAY, 1886.

	1	1	1						
VATE	0, OF	.JATOT	279	122	173	277	393	179	1423
T PRI	WHOLE NO. OF SUCH.	GIRLS.	234	95	140	256	281	165	1168
CEA	WHG	BOYS,	45	30	33	21	112	14	255
ENDAN, ETC.	SNOTAK	REFOR	30				:	:	30
N OF ATTE SCHOOLS,	LABLE	CHARI	:	:			54		19
TION C	CATH.	вом.	555	61	97	228	157	152	516
CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, FTC.		Риил Всноо	21	52	58	11	173	50	365
CLASS	EGES,	TON	9	6	120	00	6	1-	57
GES.	OF ALL	1007	878	249	993	1108	\$18	5747	
ER 15	LAL.	22	105	92	119	125	91	607	
NO. OF SCHOLARS OVER 15 YEARS OLD.	IN IN IN PUBLIC SCHOOLS.	GIELS.	26	10	36	44	37	20	182
HOL/		BOYS.	10	1#	13	90	50	Ξ	92
OF SCHOI YEARS		CIEFS.	16	400	<b>7</b> 7	35	53	31	691
NO.		BOYS.	23	55 00	19	35	33	26	180
5 AND	TAL.	oT	932	773	355	874	1283	723	5140
EEN 5	NOT AT- FENDING SCHOOL.	GIELS.	33	37	18	37	129	56	309
SETW	TEN	BOYS.	28	43	27	#3	133	33	357
ILDREN BETW 15 YEARS OLD	IN PRIVATE SCHOOLS.	eires.	208	73	104	212	211	145	986
15 J	PRI	BOYS.	35	16	20	133	35	က	179
NO. OF CHILDREN BETWEEN 15 YEARS OLD.	IN PUBLIC SCHOOLS.	eners.	192	268	149	190	274	202	1280
NO.	PU	BOYS.	357	336	237	379	=	300	2029
	WARD.					IV.	>	VI.	Total

Ages of pupils in September, 1885, when entering the grades severally enumerated:—

			Old	est	You	ngest	A	vera	age
			Pu	pil.	Pu	Pupil.		Age.	
			yr.	mo.	yr.	mo.	y	r. r	no.
High School, Advanc	ed	Class,	18	5	15	4		18	7
Senior,		66	18	7	14	1		16	3
Middle,		6 6	19	2	14	0		15	10
Junior,		66	17	9	13	2		14	11
Grammar schools, Cla	ass	I.	16	9	12	3		14	3
	66	II.	17	7	10	5		14	0
	6 6	III.	16	5	9	11		12	11
	٤ 6	IV.	14	7	. 8	6		11	10
	6 6	v.	13	10	7	8		10	11
Primary schools,	5.6	I.	14	9	6	9		9	9
	6 6	II.	14	10	6	8		9	0
	6 6	III.	13	11	5	0		7	9
	"	IV.	11	6	5	0		6	4

Number of graduations or promotions to higher schools, July, 1886.

Primary schools: Bentley 27; Bertram, 31; Browne, 30; Carlton, 30; Endicott, 30; Lincoln, 42; Lynde, 31; Oliver, 35; Pickman, 23; Prescott, 31; Upham, 23; Total, 333.

Grammar schools: Bentley, 20; Bowditch, 39; Phillips, 31; Pickering, 18; Saltonstall, 14; Total, 122.

High school, 42.

4

### TRUANT OFFICERS.

Account of service of truant officer for the school year 1885-6. Visits to school, 1685; attendance at court, 44 times; regular attendance at the evening school for boys, besides visits at mills, shops, reports to secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2199, as follows: High school, 32.

Grammar schools: Bentley, 9; Bowditch, 666; Phillips, 131; Pickering, 20; Saltonstall, 189; Total, 1015.

Primary schools:—Bentley, 1; Bertram, 0; Browne, 365; Carlton, 31; Endicott, 157; Lincoln, 35; Lynde, 190; Oliver, 23; Pickman, 223; Prescott, 83; Upham, 7; Total, 1115.

Naumkeag school, 37.

Cases of truancy discovered, 377, as follows:-

High school, 4.

Grammar schools:— Bentley, 1; Bowditch, 78; Phillips, 100; Pickering, 3; Saltonstall, 12; Total, 194.

Primary schools: — Bentley, 0; Bertram, 0; Browne, 43; Carlton, 17; Endicott, 7; Lincoln, 10; Lynde, 48; Oliver, 16; Pickman, 15; Prescott, 18; Upham, 5; Total, 179.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the terms:—

High school, \$50 00 per year; \$25 00 each payment. Grammar schools, 30 00 " " 15 00 " " " Primary schools, 20 00 " " 10 00 " "

# STATISTICS FROM SEPTEMBER, 1885, TO JULY, 1886.

	'TV	LOT	196	156 450 229 166 239 1240	135 113 113 113 113 113 113 113 113 113
ANCE	Y	>	T	36 118 65 39 69 827	
END	ES B	IV	33	107 107 64 64 68 337	23 25 25 25 25 25 25 25 25 25 25 25 25 25
ATT	TH SEXES	III	43	131 141 141 141 1266	255 255 255 255 255 255 255 255 255 255
VILY	BOTH SEXES BY CLASSES.	11	45	22 62 36 25 25 174	8 2 2 2 2 2 2 2 2 2 3 2 5 2 2 3 2 5 2 2 3 2 5 2 2 3 2 5 2 2 3 2 3
E D	В	н	19	20 20 20 20 20 20 20 20 20 20 20 20 20 2	25 25 25 25 25 25 25 25 25 25 25 25 25 2
AVERAGE DAILY ATTENDANCE.	· 87	енві	36	156 151 77 77 95 479	135 53 53 50 50 50 50 50 50 60 60 60 60 60 60 60 60 60 60 60 60 60
A	·S.	BO.	104	259 89 89 761	1 8 2 1 1 8 8 2 1 1 8 8 1 1 1 1 1 1 1 1
	'TV	TOT	204	173 492 243 176 261	168 225 225 175 175 195 185 183 1100 17 77
ING.	×	>		42 69 69 41 76 358	
CONG	ES BY	11	97	25. 11.2.4. 360	42 36 54 55 69 69 76 69 76 76 76 76 76 76 76
7 BE	BOTH SEXES.	Ξ	45	34 124 40 43 45 45	256 27 27 27 27 27 27 27 27 27 27 27 27 27
AIL	CL	11	433	187 38 72 187 38 73 187	84 83 83 83 83 83 83 83 83 83 83 83 83 83
GE D	Ř	Н	19	21 21 27 27 154	25 25 25 25 25 25 25 25 25 25 25 25 25 2
AVERAGE DAILY BELONGING.	.S.	апо	26	173 166 103 103 523	168 62 62 62 64 64 64 64 64 64 65 65 65 65 65 65 65 65 65 65 65 65 65
¥	*S.	воя	107	326 243 95 158	1
	VIV.	TOT	233	192 543 282 191 191	189 145 293 184 184 184 162 162 163 163 164 164 164 164 164 165 165 165 165 165 165 165 165 165 165
	X	>	1	87 87 87 86 86	111111111111111111
NUMBERS ENROLLED.	ES BY	IV	1113	25 25 35 35 35 35 35 35 35 35 35 35 35 35 35	24 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8
NROI	BOTH SEXES CLASSES.	111	54	25 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
ES ES	CLA	11	46	825 825 61 62	
KBEF	ğ	I	50	202212	
NUI	·s	еис	110	192 184 184 184 184 184 184 184 184 184 184	28 28 27 28 82 27 28 27
	·s	вол	123	282 105 174	
000E,		High	GRAMMAR: Bentley Bowdich Phillips Pickering Saltonstall	Francisca Control of the Control of Control	

## STATISTICS SUPPLEMENTARY, 1885-6.

LOTS.	of lots quare et.	in so	12,104	19,450 24,200 18,000 16,000 20,040	069,76	20,300 12,975 11,746 6,700 18,000 18,000 15,337 24,100
AND	.noite	ulsV	20,000	36,200 85,000 33,200 20,000 16,000	190,400	13,100 10,000 10,000 10,000 10,000 15,000 13,600 13,600 13,600 13,600 13,600
BUILDINGS	gelled.	Кето	1871	1886	1	1886 1870 1870 1883 1884 1885 1885 1885 1885 1885
ВС	.bətə	Ere	1855	1861 1870 1883 1862 1874	1	1886 1875 1875 1875 1875 1875 1875 1875 1875
ğ	25	Total.	224	191 587 330 209 334	1.651	168 168 312 200 200 200 200 200 1139 1139 1103
SONITATIO BO GERMIN	ES.	Δ	1	24 149 96 96 96	138	
5	BY CLASSES	IV	1	48 151 96 51 96	143	100 100 100 100 100 100 100 100 100 100
000	BY (	111	1	2148 148 151 84 184 184	345	244 25 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
MITTA	W O K	П	1	1884 8	181	104 104 104 104 104 100 100 100 100 100
• 6		Conna			235	151 144 488 488 488 488 488 488 102 102 102 102 103 103 103 103 103 103 103 103 103 103
	mber of	nN	67	431-41	34	44244466444
to s	sot to re sotsubs offer fs	Zumbe ers, gr	4	122 22 22 22 2	27	00 01 4 01 14 4 00 00 4 01 01
-yə	er of tea	Number of the second	<u>x</u>		33	44044466444
Ţ	days en ment o stitutes.	bjo2	44	113 26 10 10 10	<u>x</u>	169 100 100 100 100 100 100 100 100 100 10
-q	eayss al nee of sehers.	əs	79	33 30 19 19	105	24 11 11 11 11 11 11 11 11 11 11 11 11 11
	or to omfain		10	300 186 22 55	563	100 + 0 100 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
	-days c	H°IL Hushi	30	132 172 1 10	318	1000 100 100 100 100 100 100 100 100 10
	161 lo 0-6881 <sub>e</sub>	Sases ness	929	168 1,205 1,080 277 227	2.957  318	533 171 630 5318 5518 5518 5518 5518 5518 5518 5518
342	ge num Sils tan Areach	ind jo	25	3 3 5 5 3 3	35	# \$ 11
.0-6	3 10 1u9:	tenda	97	68333	93	2 2 2 2 2 2 2 2 2 2 2 2 1 1 2 1 2 1 2 1
	SCHOOLS.		High	GRAMMAR: Bentley Bowditch Phillips Pickering	Total, Gram.	PRIMARY: Bertram Bertram Browne Carlton Endieott Librach Lynde Oliver Picknun Prescott Picknun Prescott Picknun Resoft Re

### GRADUATES, JULY, 1886.

### HIGH SCHOOL .- FOUR YEARS' COURSE.

Charles Frederick Allen,
\*Harry Hosmer Brown,
\*Charles Edward Ewing,
\*George Henry Ewing,
Mark Lowd,
Arthur Gano Richardson,
Frank Rogers Treadwell,
\*Sugan

\*Alice Bryant Bodwell,
Addie Johnson Carleton,
Lina Babetta Conrad,
\*Grace Garland Dalton,
\*Lizzie Ellen Faxon,
Mary Hayden Lord,
\*Mary Ellen O'Callaghan,

\*Susan Ellen Ropes, Mabel Brace Saunders, Lillian Ward Sibley, Grace Upton.

### THREE YEARS' COURSE.

Edward Holmes Brown.
John Porter Brown,
Fred Allen Carter,
George Francis Fischer,
Oliver Ward Goodell,
Ernest Miguel Antonio
Machado,
Charles Wheeler Morse,
Edward Anthony Northey,
Charles Foster Perkins,
Willie Stanton Perry,
Joseph Aloysius Reynolds,
Walter Wayland Roberts,

Frederick Wilmarth Smith,
George Winthrop Story,
Lucy Newhall Butler,
Annah Choate Call,
Lizzie Chester Coombs,
Frances Eleanor Driscoll,
Annie Cass Hyde,
Elizabeth Bailey Meade,
\*Gertrude Magarical Pickerering,
Gracie Esther Pitcher,
Mary Hill Pollock,
Laura Almeda Tanch.

\*Rank above 9 for the year: excellent deportment.

### GRAMMAR SCHOOLS.

(Those marked with a \* entered the High School.)

### BENTLEY SCHOOL.

\*Elizabeth S. Brown,

\*Martha A. Brown,

\*Emma L. Colley,

\*Mary E. Downes,

\*Lizzie H. Gilman,

\*Grace T. Hart,

\*Sarah E. Lee,

\*Mary B. Larrabee,

\*Bessie A. Newell,

\*Florence R. Osgood,

\*Helen C. Parsons,

\*Alice R. Plummer,

S. Lizzie Prior,

Emma F. Prior,

\*Susan K. Stevens,

\*Mary E. Sinclair,

\*Sadie W. Symonds,

\*Flora Welch,

\*Annie E. Wilson,

Mary E. Whipple.

### BOWDITCH SCHOOL.

\*George F. Ashton, Daniel F. Cronin,

\*William R. Coan,

\*John F. Dolan,

\*Henry Gardner,

\*Andrew Gilleece,

John Keating, Edward J. Meagher,

\*James Mullen,

\*John J. Murphy,

\*Robert W. Osgood,

\*Willard B. Porter,

\*Guy W. Ricker,

\*John C. Robson,

James A. Shearman,

Oscar T. Williams,

\*J. Stoddard Williams,

\*Albert H. Wilkins,

\*Jennie P. Arvedson,

\*Gertrude Batchelder,

Grace J. Burleigh,

Mary A. Carlton,

\*Mary E. Converse,

\*Caroline T. Cate,

\*Anna M. Fischer,

\*Gertrude Fischer,

\*Nellie F. French,

\*Laura A. Fuller,

\*Carrie C. Goodell,

\*Lillie L. Jelly,

\*Mabel F. Johnson,

\*Julia M. Ober,

\*Nellie L. Ricker,

\*Elizabeth E. Saunders,

Grace M. Semons, \*Ethel M. Walker,

\*Louise L. Way, Ella L. Wentworth,

\*Alice T. Williams.

### PHILLIPS SCHOOL.

John N. Bartlett,
\*Porter D. Brown,
William J. Buckley,
Martin M. Carr,
\*Albert G. Clark,
\*John F. Cunningham,
\*Walter N. Daniels,
\*Thomas J. Donovan,
\*Elmer A. Dresser,
\*Herbert L. Gamble,
James J. Green,
Edwin W. Hall,
\*George H. Hamond,
\*Henry B. Harrington,
Walter H. Hill,

\*Edwin F. Jackman,
Robert T. Johnson,
\*Osborne L. Leach,
\*James B. McShane,
\*Ernest D. Merrow,
\*Henry W. Morse,
Clarence O. Moulton,
\*John S. Norton,
\*Harry J. Phillips,
\*Arthur S. Rogers,
\*Louis A. Rogers,
\*William A. Scott,
George A. Smith,
Daniel F. Sullivan,

Frank A. Tibbetts.

### PICKERING SCHOOL.

\*Albert Beckford, Edwin P. Bliss, \*Henry F. Cousins, James W. Dodge, \*Everett W. Durgin, \*Clarence A. Evans, \*Elmer F. Littlefield, Walter A. Smith, Inez M. Dernier, Alice A. Dennis,
\*Carrie E. Goodhue,
Mabel F. Grover,
\*Mary L. Hill,
\*Bessie Johnson,
\*Lizzie S. Lord,
\*Susie L. Lord,
\*Mabel A. Patch,
\*Nellie Sederquist.

### SALTONSTALL SCHOOL.

\*Horace B. Brooks,

\*Frank Chapman,

\*Arthur H. Palmer,

\*Harry R. Powars,

Geo. E. Peach,

\*John J. Sheedy,

\*Albert F. Smith,

\*Geo. H. Smith,

Oliver Thayer,

\*Harry M. Wilkins,

Abbie S. Abbott,

\*Lucy E. Collins,

Florence I. Gardner, Martha L. McKean.

## EXAMINATIONS OF THE SALEM GRAMMAR SCHOOLS, JUNE, 1886.

### ARITHMETIC, CLASS ONE.

- What will be the amount of \$3,240 due in 11 mos.,
   days, interest 4½ per cent?
- 2. In a certain town a tax of \$2,500 is to be assessed. There are 250 polls, each assessed 75 cents, and the valuation of the taxable property is \$185,000. What will be the rate of property tax, and how much will be B's tax, whose property is valued at \$3,750, and who pays for two polls?
- 3. If it take 5 men 28 days working 9 hours a day to dig a ditch 140 ft. long, how many days will it take 6 men and 4 boys (each boy doing ½ the work of a man) working 8 hours a day, to dig a ditch 160 ft. long?
- 4. A note of \$270, dated April 12, 1870, and payable in 4 mos. with interest at 5 per cent, was discounted at a bank June 1, 1870, at seven per cent. What were the proceeds?
- 5. Banks and Smith formed a partnership for one year. Banks invested at first \$2,000, four months after \$1,000 more. Smith invested at first \$6,000, 4 mos. after drew out \$4,000. The net profits were \$27,000. What is each one's share of the gain?
- 6. How many shares of the Bank of Commerce bought at  $110\frac{1}{2}$  and brokerage  $\frac{1}{4}$  per cent and sold at  $116\frac{3}{4}$  will produce \$1,200?
- 7. Mr. Lamb sold goods to Mr. Short to the amount of \$1,875, 15 per cent payable in cash,  $\frac{2}{5}$  in 3 mos., and the

remainder in 6 mos. How much money would Mr. Short have saved had he paid the whole amount at first?

- 8. A man rented a piece of land for \$10; he paid \$5 to have it plowed, \$2 to have it planted with corn, and \$7 to have the corn tended and harvested. He sold the corn for \$30. What was his gain per cent?
- 9. I had a note for \$1,000 which bore interest at 6 per cent from May 12, 1869.

Sept. 18, 1870, I received \$64; July 24, 1871, \$375. What remained due Dec. 25, 1871?

10. If it cost \$156 to enclose a field 108 rds. long and 12 rds. wide, what will it cost to enclose a square field of equal area with the same kind of fence?

### GEOGRAPHY, CLASS ONE.

- 1. What is geography? What motions has the earth? Define the equator; latitude; longitude.
- 2. What part of the earth's surface is land? What part water? Name four divisions of the land; four of the water.
- 3. What races are found on the earth? What two forms of government? Under which are we? Describe it.
- 4. Name five groups of states. Of what states are the following either capitals or largest cities, and state which: Burlington, Atlanta, Denver, Wilmington, New Orleans?
- 5. Name two mountain ranges of Massachusetts; one mountain peak; two islands; three bays and two sounds off its coast.
- 6. What are the occupations of the people of Massachusetts? What provision is made for their education?
- 7. Name the counties of Massachusetts and six of its cities.

- 8. What city is called the "Heart of the Commonwealth?" Which one contains a United States arsenal? Which has the largest number of cotton mills? Which was formerly the leading whaling-port of the world? Name a shire-town in our county.
- 9. Name an Atlantic seaport of Europe; of Africa. Name a Pacific port of N. America; of S. America. Name a port on the Bay of Bengal; on the Arabian Sea; the most northern port of Europe; a seaport of China. Trace a carayan route in Africa.
- 10. Name three countries, with which San Francisco has regular water communication. What telegraph communication between England and Bombay? What is the shortest steamer route between N. America and Europe?

### HISTORY, CLASS ONE.

1.

Name the states that seceded from the Union. What did these states style themselves?

Give the names of the two chief officers of the new government.

At what two places was the Confederate capital located?

Give the location of, and describe the attack on, Fort Sumpter.

How were the troops met at Baltimore?

3.

Relate the affair of Mason and Slidell.

Give an account of the first encounter at Bull Run.

4.

Give accounts of two captures by Gen. Grant in 1862. 5.

What is meant by the Peninsula Campaign? What army undertook this campaign? Who was the first com-

mander of this army? Name three places where there were encounters during this campaign. What were the results of this campaign?

6.

Give an account of the victories and defeat of the Merrimae.

Who captured Savannah?

In what year was Savannah captured?

7.

Give, briefly, an account of the campaign which led to the surrender of Lee.

Give the names of three Unionists, and two Confederates, who commanded armies during the Civil War.

8.

What are the constitutional qualifications of the president of the United States, a United States senator, and a United States representative?

What is the compensation of each?

How are presidents elected?

Name a power which belongs especially to the house of representatives.

Name a power which belongs especially to the senate.

What are bills?

9.

Give, in substance, the XIII amendment.

Give, briefly the XIV amendment.

How many amendments to the U.S. constitution have been made?

Of what does the judicial department of our national government consist?

What is the tenure of office in this department?

10.

What is meant by a "congress?"

What constitutes congress?

Give the number of this congress.

What will be the number of the congress that convenes in 1899?

In the absence of the president and the vice president of the United States, what officer would act as president?

### LANGUAGE, CLASS ONE.

(1.)

For two weeks afterward, both armies lay in camp fortifying their positions and each watching for an opportunity to take the other at a disadvantage. Burgoyne, finding that his provisions were low and that he must either fight or fly, again moved out to attack the Americans. Syntax of italicized words.

(2.)

Correct the following: Too great a variety of studies perplex and weakens the judgment. Wheat is being sold for a dollar a bushel and oats is in demand. Take care who you admit into your friendship. Which dictionary do you prefer, Worcester or Webster? Many have profited from the misfortunes of others.

(3.)

Give the principal parts of go, do, give, have, may, beget, sew, come, stand, lay.

(4.)

Give the synopsis of the verb be in the potential mode, second person, singular, solemn form. Also the verb sing indicative, first, plural, progressive.

(5.)

Write a sentence containing a verb in the potential, present perfect tense, a nominative independent, an adjective, and an infinitive. Write a compound sentence which shall contain two or more complex members.

### (6.)

The rain makes the grass grow rapidly. His intention is to sing at the exhibition. The deeper the well, the cooler the water. They shouted till the woods rang. He was chosen president by the people. Syntax of italicized words.

### (7.)

Gen. Jackson, anticipating this attempt had thrown up intrenchments several miles below the city. The British advanced steadily in solid columns, heedless of the artillery fire which swept their ranks, until they came within range of the Kentucky and Tennessee riflemen, when they wavered. Syntax of italicized words.

### (8.)

Analyze. The United States had secured the respect of European nations, since our navy had dared to meet, and often successfully, the greatest maritime power in the world.

### (9).

Write sentences containing the following:-

Verb, Mode, Tense, Form, Number. Person, gain, indic., pres., third, plural. prog., throw, poten., pres. perf., pass., second, plural. prove, poten., past perf., pass., third, singular. establish, indic., past, prog., first, plural. subj., past, first, singular. be, com.,

### (10.)

"There, at the foot of yonder nodding beech, That wreathes its old fantastic roots so high, His listless length at noontide would be stretch, And pore upon the brook that babbles by."

Syntax of italicized words.

### SPELLING, CLASS ONE.

untenable consummate incredulous initiative guerrilla canister razeed Ericsson turret doughty brevetted intersected Rappahannock amphitheatre batallions insurrection redoubtable dauntlessness Chancellorsville strategist ingenious reconnoissance detour cemetery

Sionx

seminary unconscious disciplined patrolled penciled Cincinnati ubiquity feint annihilating assassin arbitrators Milwaukee pitiless anthracite efficiency deciduous parasitic Housatonic marten autocracy geysers nutritious diurnal ginghams Chicopee

### ARITHMETIC, CLASS TWO.

- 1. A butcher bought 650 lbs. of meat at 8 cts. per pound, and sold it for 22½ per cent advance. How much did he gain?
- 2. A dry goods merchant bought 150 yds. of flannel for \$60; by an accident, 35 yds. were destroyed; he sold

the remainder for \$40.24. What per cent of the whole did he lose?

- 3. Bought ribbon for \$15.75, for how much must it be sold to gain 15 per cent?
- 4. A gentlemen sold his library of 350 volumes for \$550 at a loss of 20 per cent; what was the average price of the books?
- 5. A man sends \$6,897.12 to his agent in St. Louis, requesting him to invest in flour after deducting his commission of two per cent; what was the amount invested?
- 6. What time elapsed between the termination of the American Revolution, Jan. 20, 1783, and the evacuation of Fort Sumpter, April 14, 1861?
- 7. What is the expense of plastering the walls and ceiling of a room 40 ft. long, 36½ ft. wide, and 22¼ ft. high at \$.36 a sq. yd., allowing 1,375 sq. ft. for doors, windows and baseboards?
- 8. •A grocer, having purchased 98 cwt. 2 qrs. of sugar, sold 10 cwt. 1 qr. 20 lbs.; what was the remainder worth at \$7.37 per hundred weight?
- 9. How many yds. of carpeting, one-half yd. wide, will it take to cover a floor 21 ft. by 30 ft.? What will it cost at \$1.40 per yd.?
- 10. Reduce to integers of lower denominations 7/9 of a mile.

### GEOGRAPHY, CLASS TWO.

- 1. Name seven political divisions of N. America and the capitals of the three most important of them.
- 2. Locate Bermuda Islands; Winnipeg Lake; Cape Flattery; Sierra Madre Mts.; Strait of Belle Isle.
- 3. Name five provinces in the Dominion of Canada. Which of them is an island? Which a peninsula? Name

two large islands on the Pacific coast of one of these provinces. What gulf or bay separates two of them?

- 4. What two peninsulas has Mexico? What gulf in the northwestern part of that country? What river flows into this gulf? Name a seaport of Mexico.
- 5. What is included in the German Empire? What two titles has its Ruler? By what other name is the Kingdom of the Netherlands called? Name three of its foreign possessions.
- 6. In what country of Europe are many sailors trained? In which is there a gigantic mine of rock-salt? What two are united under one king and what city is their seat of government?
- 7. What place is called the "Eternal City?" Give one fact about it. What city and what country in Europe are intersected by canals? Name two famous and beautiful buildings, and state in what cities they are found.
- 8. Name a large island south of Greece; a large river that flows through the Netherlands; two straits and a sea that separate European from Asiatic Turkey.
- 9. What country exports sulphur? port wine? carpets? flaxseed? cork?
- 10. Of what countries are Dresden, Bucharest, Brussels, Athens, and Christiania capitals? What are the capitals of Germany, Netherlands, Denmark, Portugal, Austria?

### HISTORY, CLASS TWO.

1. When and where was each of the following states settled: Pennsylvania, Connecticut, Massachusetts?

Which state was settled by the Dutch? Which by the Swedes? Which was settled first? Which was settled last?

2. When and where did the first general congress of the colonies meet? What action did it take?

3. What general of the Revolution proved a traitor? Tell briefly the cause of his treachery, something of his plans and result.

In what two battles had he shown great bravery?

- 4. What surrender closed the Revolutionary war? Date and commanders.
- 5. Name in order the presidents of the U. S. for the first fifty years after the adoption of the constitution.

What president was elected by the house of representatives?

- 6. Give an account of some event which occurred during Washington's administration. An account of an event of Jefferson's administration.
- 7. State two causes of the second war with Great Britain. Date of the beginning, and of the end. Name two land, and two naval battles of 1812. In which were the Americans successful?
- 8. Describe briefly Perry's victory on Lake Erie. What naval battle occurred this year which was a success to the British?
- 9. What battle was fought after the declaration of peace?

What was the Monroe Doctrine?

10. What was the Missouri Compromise? What was the Nullification Ordinance?

### LANGUAGE, CLASS TWO.

1.

Coffee is the *seed contained* in the berry of an *evergreen* shrub *which grows* in hot countries.

Syntax of italicized words.

2.

Correct: I seen him when he come. Where is my books? If you had asked me I should have went. John

is the oldest, but James is the tallest of the two boys. Both he and I were neither of us any great talkers.

3.

Write sentences containing the following:

Mode. Tense. Form,Person, Number. Verb. invent, indic., past, third, singular. prog., third, moisten, poten., pres. perf., pass., plural. second. singular. past, help, subj., pass.. poten., past perf., interr., be, first. plural. indic., future, third, plural. eat. prog.,

Washington bade his officers an affecting farewell and retired to Mount Vernon, followed by the thanksgiving of a grateful people. Syntax of italicized words.

Write a simple sentence, a complex and compound sentence.

5.

Give the principal parts of the following verbs: Seek, lay, lead, throw, sit, speak, rise, spread, see, weep.

6.

The British crossing to New York, moved to attack Washington, who had taken post on Harlem Heights. Finding the American position too strong, Howe moved up the sound in order to gain the rear. Syntax of italicized words.

7.

State whether the italicized words are adjectives or adverbs and why. The man speaks too loud. He could ill afford the expense. I have no remembrance of the event. George was no better to-day than he was yesterday. Do not work too fast to be accurate.

8.

To break a promise is dishonorable. The ambition of most men is to become rich. I was directed by the Principal to dismiss my class. It makes me feel very happy.

They need not go home unless they prefer to do so. Syntax of italicized words.

9.

Give the synopsis of the verb *teach* in the potential mode, first person, singular. Also of the verb *go* indicative mode, third person, plural.

10.

Write a sentence containing an adjective, adverb, conjunction, a noun in apposition, and an infinitive.

### SPELLING, CLASS TWO.

1.	Bergen	26.	maritime
2.	thoroughly	27.	development
3.	Prague	28.	nullification
4.	reprisals	29.	proclamation
5.	inflexible	30.	residence
6.	Cologne	31.	massacring
7.	adjacent	32.	principles
8.	characteristic	33.	diminishing
9.	preparations	34.	achievement
10.	laconic	35.	successfully
11.	macaroni	36.	ultimately
12.	besieged	37.	museums
13.	Adrianople	38.	audience
14.	indefatigable	39.	courteous
15.	sovereignties	40.	Moluceas
16.	universal	41.	breeches
17.	cereals	42.	truce
18.	merino	43.	tariff
19.	Brussels	44.	yield
20.	mutinous	45.	secretary
21.	Bohemia	46.	Vesuvius
22.	brilliant	47.	gypsies
23.	cataract	48.	expel
24.	Baltimore	49.	Sumatra
25.	unnecessary	50.	Raisin

### ARITHMETIC, CLASS THREE.

1.

What is the difference between  $22 \div .22$  and  $.22 \div 22$ ?

W. R. Kent bought of John White the following:

O		0	
75 lbs. Sugar,	at 11 c	ents	a lb.
1 sack Rio Coffee, 112 lbs.,	at 21	6 6	6 6
125 lbs. Mackerel,	at 8	66	6.6
12 lbs. Dried Beef,	at 12½	6 6	6 6
19 gals. of Molasses,	at 45	6.6	gal.

How much does Mr. Kent owe?

3.

Change to cubic inches

27 C. 14 cu. ft. 10,000 cu. in.

4.

Reduce to common fractions in their lowest terms:  $.06\frac{1}{4}$ ;  $.28\frac{1}{3}$ .

Change to decimal fractions:  $\frac{5}{6}$ ;  $\frac{27}{7}$ ;  $\frac{43}{56}$ .

5.

If the Atlantic Cable is 3,200 miles in length and costs 10 cents a foot, what is its entire cost?

6.

Reduce 13 gals. 3 qts. 1 pt. 2 gi. to gills. Prove the example by Red. Ascending.

7.

If I buy 9 bu. of chestnuts at  $$4\frac{3}{4}$  a bu., and retail them at  $12\frac{1}{2}$  cents a pint, what is my gain?

8.

From 4307.486 take 430 and 6,708 millionths.

9.

From the sum of  $27\frac{3}{8} + 20\frac{2}{3}$  take their difference. Give the Table for Long Measure.

10.

At \$2.80 per yd. how many yds. of silk can be bought for \$55.30?

### GEOGRAPHY, CLASS THREE.

1.

Name four Atlantic seaports of the United States.

What two peninsulas at the entrance to the Gulf of Mexico?

What mountains in the western part of Massachusetts? For what is Connecticut noted? Name two colleges in New England and their location.

2.

What bay is at the mouth of the Hudson River? Name the largest city of each of the Middle States. Mention one fact in regard to New York; New York City; Philadelphia; District of Columbia.

3.

What states are separated by the Cumberland Mts.? Name two cotton ports of the Southern States.

Name three rivers of Texas, two lakes of Louisiana, and the capital of Arkansas.

4.

Name two capes of Florida. Tell something about the Indian Territory. On which of the Middle States, and on which of the Southern States, does Ohio border?

5.

Locate Chicago and tell one fact in regard to it. What water connects Lake Michigan with Lake Huron? Name the states and territory of the Western Division of the Central States.

6.

Which of the Great Lakes is on the eastern border of Minnesota? What river crosses Iowa? What natural boundary on the east of Nebraska? Describe the Mississippi River? What two mountain peaks in the eastern part of Missouri?

7.

Of what state is Topeka the capital? Des Moines? St. Paul?

Name one fact in regard to Minnesota; Minneapolis; St. Louis.

How does Nebraska resemble Kansas?

8.

Locate the National Park. Which of the Pacific States gives rise to a number of large rivers? Name two of the rivers. Name one lake of Utah, two of Nevada and two of California.

9.

Name the largest city of California; Colorado; Oregon; New Mexico. In what states or territories are the Cascade Mts.? Wahsatch Mts.? Pike's Peak? Cape Mendocino? Cape Flattery?

To what is the name "Golden Gate" applied?

10.

Which of the Pacific States and Territories is first in the production of silver? Of gold? Which is the home of the Mormons? How is Alaska governed? Which is the richest and most populous of the Pacific States? Name four countries of the world with which San Francisco has a large trade.

### HISTORY, CLASS THREE.

1.

Name a settlement made as a home for Roman Catholics; for debtors. Name one event in the history of Pennsylvania. What was the Toleration Act?

2.

Name the first inter-colonial war. What two expeditions were made by the colonists? Result of each?

3.

Name one expedition by the colonists in Queen Anne's

war. What were the conditions of peace? What war followed? Name one event in this war.

4.

Cause of French and Indian war? Where do we first hear of Washington in this war?

5.

What preparations were made by the French to hold the territory which they claimed? What expedition was abandoned because the French fleet contained one more ship than the English?

6.

Five objective points of the war. Why were they important?

7.

Name four forts which were taken possession of by the English in 1759. What expedition was abandoned because of Braddock's defeat?

8.

What was the last battle? Who were the English and French commanders? Which general died at the moment of victory? Terms of the treaty.

9.

Give an account of Salem Witchcraft.

10.

What discovery was made in 1512? 1498? Who was called the Father of New France? What was the extent of the English explorations at the close of the 17th century?

### LANGUAGE, CLASS THREE.

1. Give singular and plural of piano, dwarf, monkey, enemy and mosquito.

Compare much, late, old, good, gentle.

2. Syntax of italicized words:

Longfellow, the poet, was loved by the children.

The boy repeated what was said.

Mary's dog ran away.

3. Correct the following sentences:

I am going with she.

We saw them when they done it.

This last three days have been cool.

It is me.

Each girl may bring its books to me.

- 4. Possessive singular and possessive plural of fox, man, daughter, tooth and scholar.
  - 5. The boys themselves have formed a club.

Who has the answer?

Parse themselves and who.

6. Name the adjectives in the following sentences, and state to which class each adjective belongs:

All men should obey the laws.

Those flowers are the prettiest.

7. Write a compound sentence using the conjunction but.

Write a complex sentence using the conjunctive pronoun which.

- 8. Decline who, you, woman, she and himself.
- 9. Write the principal parts of do, eat, lie, steal and wish.
  - 10. We walked through the garden.

I threw the rose away.

Look at that beautiful sunset.

Name the verb in each sentence stating whether regular or irregular; and then give tense, person and number of each verb.

### SPELLING, CLASS THREE.

opportunity
 apostrophe
 geysers
 privateers
 volleys
 avoirdupois
 imprisoned
 divisible
 Minneapolis
 extremes

11.	Sierra	Nevada	
-----	--------	--------	--

12. almond

13. neutrality

14. numeral

15. irksome

16. ancient

17. linear

18. exceedingly

19. receipted

20. phrases

21. Topeka

22. credentials

23. preparation

24. pasturage

25. vigilance26. distributive

27. Sacramento

28. inexhaustible

29. surveyors

30. lieutenant

31. participle

32. temperature

33. comparison

34. regiment

35. irrigation 36. inundation

37. nutritious

38. disastrous

39. financial

40. huddled

41. Pennsylvania

42. capacity

43. persistently

44. liveliest

45. skirmish 46. Winnipeg

47. enterprise

48. equivalent 49. similar

50. terminus

### ARITHMETIC, CLASS FOUR.

- 1. If I buy 88 yards of cloth at \$2\frac{3}{8} per yard, and sell it for \$3\frac{3}{8} per yard, how much do I gain?
- 2. At \$42 each, how many cows may be purchased for  $$1070_{6}^{5}$ ?
  - 3. Reduce  $\frac{1}{5}$  of  $\frac{8}{9}$  of  $\frac{9}{11}$  of  $\frac{5}{8}$  of  $\frac{3}{7}$  to a simple fraction.
- 4. If \$624<sup>2</sup> is <sup>1</sup> of your money, how much money have you?
  - 5.  $33\frac{3}{7}$  is  $\frac{9}{10}$  of what number?
- 6. A man spends  $\frac{1}{4}$  of his salary for rent,  $\frac{1}{5}$  for groceries,  $\frac{1}{12}$  for clothing, and the remainder, which is \$540, he invests in railroad stock. What is his salary?
- 7. The difference between  $\frac{1}{7}$  of a number and  $\frac{1}{9}$  of it is  $21\frac{1}{3}$ . What is the number?

8. If  $24\frac{7}{8}$  pounds of tea cost  $$40\frac{1}{2}$ , what will  $6\frac{4}{9}$  pounds cost?

9. 
$$\frac{\frac{3}{4} \text{ of } 2\frac{1}{3}}{\frac{9}{10}}$$
 = ?

10. Mr. Jones can build a certain wall in 5 days, Mr. Smith in 9 days, and Mr. Brown in 15 days. In what time can the three working together do it?

### GEOGRAPHY, CLASS FOUR.

- 1. Bound the United States, and locate them. Of how many states and territories do they consist?
- 2. Name the three natural divisions of the United States. Describe the climate of the Pacific Highland.
- 3. Where is the Mississippi Valley, and what river drains it? Name the source of this river and its principal tributaries.
- 4. Describe the Rocky Mountains. What five large rivers rise in these mountains?
- 5. What are natural advantages of the Atlantic Highland and Plain? How does the Atlantic Highland and Plain differ from the Pacific Highland?
- 6. How does the United States rank among the nations in regard to government? What is the population?
- 7. Name the three departments of the United States government. What is the capital of the United States, and where is it?
- 8. Who is the chief officer of the United States, and for how many years is he chosen? Who is now President?
- 9. In what section of the United States are the richest metals found? Give the names of the Middle States.
- 10. Describe the Pacific Slope. Name the Central States, both divisions.

### LANGUAGE, CLASS FOUR.

1. The child met me on the road.

Give subject and predicate. Name the part of speech of each word.

- 2. Write a sentence containing a noun in the possessive case.
  - 3. Did I leave my book on your table?

Parse the italicized words.

- 4. Write both genders for man-servant, widow, duke, poet, queen.
  - 5. The nest of the robin was stolen.

Change this sentence using a possessive noun in place of the phrase. After changing, parse the possessive noun.

- 6. Write an interrogative sentence containing a pronoun in the third person.
- 7. Write both numbers for mouse, ox, sheep, child, woman.
  - 8. Where is my book? Give subject and predicate.
- 9. Decline fly, it. Write the possessive for girl, ocean, soldiers, Byron, box.
  - 10. Correct:

Henry done his examples correctly.

Clara writ many letters.

I see him this morning.

The circus come to town yesterday.

Did you sleep good?

### SPELLING, CLASS FOUR.

- 1. excellent
- 2. label
- 3. Canada
- 4. altar
- 5. visitors

- 6. divisor
- 7. audience
- 8. gaudily
- 9. definite
- 10. either

4	4	111	•	a				
1	-1	$\mathbf{q}$	1	П	е:	1.6	911	ce

12. process

13. seize

14. verbal

15. sagacious

16. reins

17. business

18. Utah

19. palette

20. descended

21. arithmetic

22. distinguish

23. reverence

24. article

25. foreign

26. arrangement

27. inquiries

28. Colorado

29. immediately

30. sword

31. extreme

32. fervently

33. California

34. intelligence

35. imperative

36. Philadelphia

37. fountains

38. occasionally

39. mischievous

40. honorable

41. dissimilar

42. musician

43. integer

44. phrase

45. vicinity46. delicacy

47. released

48. auction

49. village

50. literary

### ARITHMETIC, CLASS FIVE.

- 1. Find the quotient of \$525763508  $\div$  by 689.
- 2. What will 36 sheep cost, if 23 sheep cost \$184.69?
- 3. Find the product of  $86079 \times 7648$ .
- 4. A man had \$1700; he bought 16 bbls. of apples at \$6.30 a bbl., 30 bbls. of sugar for \$3, some cloves for 8 cents, 3 shovels at 87 cents each. What had he left?
- 5. How much money is six 5 dollar bills; \$7; 6 cts.; 4 mills; sixty dollars; 3 dimes; \$.28; 1 dollar; 1 mill; 4 half-dollars?

- 6. If 9 men can mow a field in 16 days, in how many days can 8 men mow it?
  - 7. Divide \$50 by \$1.25.
- 8. Find the cost of 160 bags of corn of 56 lbs. each at 8 cts. a lb.
  - 8. Find the prime factors of 465533.

Cancel, 
$$\frac{24 \times 33 \times 16 \times 50 \times 8}{16 \times 144 \times 77 \times 100 \times 4}$$
.

10. Seven horses were bought for \$1480.78 and sold for \$2000; what was the gain on each horse?

### GEOGRAPHY, CLASS FIVE.

1.

Name the three largest rivers of South America.

What is the capital of Brazil? Of the Argentine Republic?

2.

Name the countries of the Andes region.

What are the chief exports of Brazil?

3.

What gulf west of Ecuador?

What island at the mouth of the Orinoco?

What lofty peak in Chili?

What country north of Peru?

Name the southern cape of South America?

4.

To whom do the West Indies belong?

Name five exports of the West Indies.

5.

How is Mexico divided?

Name the principal exports of Mexico.

6.

What is Newfoundland?

Name the finest provinces of Canada.

7.

Give the capital of Canada.

Name four animals of Canada valuable for their fur.

8.

What are Greenland and Iceland called?

For what is Iceland noted?

8.

Name the leading sugar states.

Give the exports of New England.

10.

Give the chief farm products of the Middle States. What is the capital of Maine? New Hampshire?

#### LANGUAGE, CLASS FIVE.

1.

Lucy, study your lesson diligently.

How sweetly on all the landscape, lay the mellow sunlight of September.

Tell the subject and predicate of each sentence.

 $^2$ .

Write a sentence containing the pronoun *their*, and the adverb *there*.

Write a sentence containing the preposition to, and the adverb too.

3.

Cotton is a soft, woolly substance. It grows around the seeds of a plant.

Give the parts of speech.

4.

Write a sentence containing two prepositions, a noun, adjective, and adverb. Define a preposition.

5.

Give the abbreviations for these words: Postscript, afternoon, President, and so forth, Company.

Write contractions in the following sentences:
See who will finish before 12 of the clock.
Are you not ready with your lesson?
If I am not ready, you cannot go.

6.

Write a statement, or declarative sentence.

Write a negative interrogative sentence, with flowers in the predicate.

7.

The rosy-cheeked children played quietly in the yard and garden. Give the parts of speech.

8.

Punctuate and capitalize: louisa did you ever read the story of robinson crusoe and his dog

oh you have injured henrys character

9.

Tell the parts of speech of the following words: every, over, himself, very, late, who, Hurrah! because, Aha!

10.

Write a command or imperative sentence. Write a negative exclamatory sentence.

## SPELLING, CLASS FIVE.

1.	interior	10.	laborers
2.	tropical	11.	canoes
3.	enemy	12.	freedom
4.	Jamaica	13.	Canada
5.	cochineal	14.	St. Lawrence
6.	Arctic	15.	provinces

7. volcanoes 16. Nova Scotia 8. mahogany 17. iev

9. curiosity 18. mariners

#### APPENDIX.

1	9.	navigators	
_		116019	

20. colony

21. capital

22. mackerel

23. valuable

24. molasses

25. Ottawa 26. similar

27. descendants

28. glaciers

29. Quebec

30. medicine

31. customs

32. mantle

33. chocolate 34. Havana

6

35. description

36. Chili

37. pursuit

38. governor

39. Great Britain

40. inhabitants

41. Halifax

42. yields

43. voyages

44. coarse

45. embroidered

46. national

47. Spaniards48. employs

49. grocery

50. frozen

# EXAMINATION OF THE SALEM PRIMARY SCHOOLS, JUNE, 1886.

#### ARITHMETIC, FIRST CLASS.

- 1. What is the entire cost of 18 horses at \$145 each, and 16 cows at \$46 each?
  - 2. 3,048,076 198,439 = ?
- 3. Seven men bought a piece of land, in equal shares, for \$301.04. What did each man pay?
- 4. Add \$698.46; \$86.54; \$948; \$3,006; \$74.39; 94 ets.; \$679.65; \$4,728.
- 5. Write in figures the following numbers:—nine million, seventy-four thousand, thirty-five; five hundred seven thousand; eight million, four; MIX. Write in Roman numerals 1574.
- 6. From a farm containing 1954 acres of land, there were sold at one time 321 acres, and at another 549 acres. How many acres remained?
  - 7.  $850,906 \div 87 = ?$
- 8. Mr. Smith bought 19 barrels of apples at \$3.87 a barrel, and 48 barrels at \$1.62 a barrel. How many barrels did he buy, and how much did he pay for them all?
- 9. One steamer arrived in Salem loaded with 1,647 tons of coal, another with 1,596 tons, another with 1,715 tons, and a vessel with 987 tons. How many tons did they all bring?
  - 10.  $7954 \times 807 \div 6 = ?$

#### LANGUAGE, FIRST CLASS.

- 1. Why have people sailed so many times to the Arctic Ocean?
- 2. Robert, is China the land from which we get most of our tea? Yes, father.
  - 3. Salem is in the eastern part of Massachusetts.
- 4. What is the difference between a prairie and a desert, James?
- 5. The clouds were of beautiful colors, mother, when the sun set.

(Deduct two for each error in spelling, punctuation and capitals.)

## GEOGRAPHY, FIRST CLASS.

- 1. In what country of North America do you live, and near what ocean?
- 2. Name the longest river and largest lake of North America.
  - 3. Into what gulf does the Mississippi river flow?
  - 4. Name the countries of North America.
- 5. Where were the first English settlements made in the United States?
  - 6. What is a lake? Where is Lake Champlain?
  - 7. In what state are the White Mountains?
- 8. Name two large bays on the coast of the United States.
  - 9. Where are the West Indies?
- 10. What is the largest branch of the Mississippi River?

# SPELLING, FIRST CLASS.

1.	truthful	13.	several
2.	owner•	14.	island
3.	escaped	15.	Swampscott
4.	astonished	16.	promised
5.	camels	17.	countless
6.	easily	18.	quotient
7.	through	19.	doubt
8.	cocoon	20.	regular
9.	servants	21.	mischief
10.	subtraction (s or S)	22.	Africa
11.	Maine	23.	quietly
12.	immense	24.	followed

25. bathing

## SALEM CLASSICAL AND HIGH SCHOOL.

#### QUALIFICATIONS FOR ADMISSION.

Scholars who have received the diploma of their respective grammar schools are admitted to the high school without examination. Promotions take place at the beginning of the autumn term in September.

For those who are not graduates of a grammar school, an examination will be held the last week in June. The exact date will be advertised in the local papers. The qualifications prescribed by the school committee for admission are as follows. The candidates must be at least twelve years of age; must present written testimonials of character and scholarship from their last teacher; and must obtain upon an examination in spelling, reading, geography, United States history, English grammar, and arithmetic, such an average of excellence as the master, and high school committee may, from year to year, establish as the minimum of admission.

Candidates for classes higher than the junior class, and scholars coming from other high schools, are allowed to enter such classes as, on examination, they may be found best fitted for.

Pupils whose parents or guardians reside elsewhere are allowed to attend school on payment of tuition. The charge is \$50 per annum, payable semi-annually in advance.

Parents thinking of sending their boys to college or to a technological school, or their girls to college, are requested to confer with the master in the beginning.

#### COURSES OF STUDY.

There are two courses of study: (1) The English Course; (2) The Classical Course.

NOTE.—Each boy must have at least 12 recitations a week, each girl 10.

#### ENGLISH COURSE.

## First Year — Junior Class.

First Term:—Algebra 4\*, History 4, English 2, Commercial Arithmetic 2.

Second Term:—Algebra 4, History 4, English 2, Physiology 2.

# Second Year - Middle Class.

First Term:—Algebra 3, Arithmetic 3, English 3, Physics 3.

Second Term: — Geometry 3, Rhetoric 3, Book-keeping 3, Physics 3.

## Third Year—Senior Class.

First Term:—Geometry 3, English 3, Physics 3, Geology 3.

Second Term: — Geometry 3, English Literature 3, Chemistry 3, [Botany 3, or Trigonometry 3].

NOTE. See paragraph in regard to Diplomas.

# Fourth Year - Advance Class.

First Term:—Astronomy 4, English Literature 4, History 2, Chemistry 2.

Second Term:—Review of Arithmetic 3, English Literature 4, History 3, Political Economy 2.

Compositions and Declamations throughout the course. \*Figures indicate number of recitations per week.

## COLLEGE, OR CLASSICAL COURSE.

## First Year—Junior Class.

First Term:—Latin (Grammar and Reader) 4, Algebra 4, and choice from corresponding part of English Course to make up 12 recitations a week.

Second Term:—Same as First Term.

## Second Year - Middle Class.

First Term:—Latin (Cæsar) 4, Greek (Grammar and Lessons) 4, Algebra 3, Physics 3.

Second Term:—Latin (Cæsar) 4, Greek (Xenophon) 4, Geometry 3, Physics 3.

## Third Year—Senior Class.

First Term:—Latin (Cæsar, Virgil) 4, Greek (Xenophon, Greek Composition) 4, French (Grammar, Exercises) 3, Mathematics 4, History (Ancient) 1.

Second Term:—Latin (Virgil, Latin Composition, Latin at sight) 4, Greek (Xenophon, Greek Composition, Greek at sight) 4, French (Exercises, Translation) 3, Mathematics 4, History (Ancient) 1.

## Fourth Year—Advanced Class.

First Term:—Latin (Cicero, Latin at sight) 4, Greek (Herodotus, Greek at sight) 4, French 2, Mathematics 4.

Second Term:—Latin (Ovid, Latin Composition) 4, Greek (Iliad, Greek Composition) 4, French 2, Mathematics 4.

Compositions and Declamations throughout the course.

NOTE. English, as required for college, and such further Physics as may be needed, will be taken when they can be arranged to the best advantage of the pupil.

#### EQUIVALENTS.

Provided the scholar be qualified, any study of the English course may be replaced by a language from the classical course, or by French or German as mentioned below, with the following restrictions. Algebra in the first year, and geometry in the second year, cannot be omitted; and either algebra or arithmetic must be taken in the second year. No pupil can enter the class in English later than the beginning of the third year.

A class in French (Sauveur Method 4) begins in the second year and continues through the course. German (4) can be taken in the fourth year.

#### DIPLOMAS.

Appropriate diplomas are awarded to those who have completed either three or four years of study. To entitle a scholar to a diploma he must have obtained his promotion regularly each year and have maintained during the last year an average of excellence not less than the minimum fixed for promotion.

#### VACATIONS AND HOLIDAYS.

The school year begins on the first Monday in September and ends eight weeks before the first Monday in September of the next year. The following are the vacations and holidays during the year: Thanksgiving with the day after, Christmas to New Year's Day inclusive, February 22, the week including Fast Day, Decoration Day, and July 4.

## LIST OF BOOKS USED IN THE HIGH SCHOOL.

- Dictionaries:—James & Molé's French; Whitney's German; Liddell & Scott's Greek; White's Latin; Worcester's English; Webster's English.
- English:—American poems (Longfellow, Lowell, Whittier); Tales from Shakespeare; Sketch Book; Macaulay's Lays: School editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare, Spenser, Chaucer); Selections from Addison, Burke, Webster; Hill's Rhetoric. Also such other English works as may be subscribed for admission to college.
- French:—Otto's Grammar; La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Contes Merveilleux; Le Philosophe sous les toits; Nouvelles Génevoises; Picciola; L'Avare; Marcellac's Manuel d'Histoire de la littérature français.
- German:—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.
- Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon.
- Latin:—Harkness's Grammar, Reader and Prose Composition: Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.

- History:—Swinton's Outlines; Green's English History, Pennell's History of Rome; Pennell's History of Greece.
- Mathematics: Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Perrin's Drill Book in Algebra; Wentworth's Geometry; Meservey's Book-keeping and Blanks; Robinson's Surveying and Navigation.

Science:—Elliott & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoology; Champlin's Political Economy.

#### GRAMMAR SCHOOLS.

Arithmetic:—Franklin Written; Colburn's First Lessons.

Bookkeeping:—Meservey's Single Entry.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing:—American Text-Book of Art Education, L. Prang & Co.

Grammar:—Patterson's Elements of Grammar; Knox's Language Lessons.

Geography:—Swinton's Grammar School; Scribner's Geographical Reader.

History:—Barnes' Brief History of U.S.; Higginson's Young Folks U.S.

Readers and Spellers:—New Franklin 3rd, 4th and 5th; Lippincott's Series; Appleton's 5th (for sight reading.

Worcester's Comprehensive Speller.

Writing:—Duntonian System; Payson, Dunton & Scribner's.

#### PRIMARY SCHOOLS.

Arithmetic: -Franklin Primary and Elementary.

Dictionary: - Worcester's Primary.

Drawing:—American Text-Book of Art Education, L. Prang & Co.

Geography:—Swinton's Introductory Geography; Scribner's Geographical Reader.

Readers and Spellers:—New Franklin 1st, 2nd and 3rd; Monroe's 1st and 2d Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd. Barnes' 1st, 2nd, 3rd and 4th.

Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

#### ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.

Normal Music Course:—Third Reader.

# CORPS OF TEACHERS.—Dec., 1886.

[A prompt notice of change of residence is requested by the Secretary. The date of election to present position is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*.]

#### HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	\$2,200	June, 1882. October, 1874.	6 Linden.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	22 Federal.
Susan A. Osgood,	First Asst.	1,100	February, 1868. September, 1858.	Chelsea.
Alice Jenkins,	Assistant	650		Lynn.
Jane M. Gray,	46	650	September, 1882.	13 Mall.
Elizabeth P. Knight,	6.6	650	February, 1877. June, 1882.	92 Essex.
Mary R. Sawyer,	66	650	June, 1883.	11 Roslyn.
Martha L. Roberts,	66	650	June, 1886.	253 Bridge.
		\$8,050		

## BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I,II. III.	HANNAH E. CHOATE, Mary A. Coleman, Alice C. Dodge, Eliza G. Cogswell, Clara P. Wardwell,	Principal First Asst. Assistant " "	\$1,500 600 500 500 500 \$3,600	April, 1873.  December, 1857. Sept., 1846.  June, 1886. Sept., 1855.  July, 1874.	23 Norman. 3 Winter. 123 Bridge. 64 Wash'n sq. 20 Hathorne.

## BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	\$1,800	Dec., 1874. Sept., 1864.	131 Federal
1.	Lucy W. Files,	Asst. to Prin.	500	Sept., 1878.	250 Wash'n.
II.	Margaret G. Standley,	Sub-Prin.	800	June, 1863.	5 Spring.
11.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
111.	Susan T. Sanborn,	66	500	April, 1876.	32 Buffam.
III.	Laurette H. Files,	66	500	Feb., 1882.	250 Wash'n.
III.	Flora J. Sibley,	"	500	Jan., 1883.	3 Union Pl.
1V.	Susan K. Rogers,	"	500	July, 1874.	6 North Pine.
IV.	Maria C. Smith,	"	500	June, 1886.	19 Mason.
IV.	Grace A. Tuttle,	66	500	Dec., 1884.	113 Federal.
V.	Grace E. Childs,	46	500	May, 1882.	345 Essex.
V.	Helen M. Miner,	66	500	Dec., 1874.	146 Wash'n.
v.	Eunice G. Burnham,	46	500	May, 1871.	366 Essex.
			\$8,100		

## PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EDWIN R. BIGELOW,	Principal	\$1,800	Aug., 1876. Nov , 1857.	117 Federal.
I.	Carrie F. Lucas,	Asst. to Prin.	500	Dec., 1879.	2 Woodb'y ct.
11.	Mary E. Stanley,	First. Asst.	600	Oct., 1864.	20 Andrew.
111.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Georg'na A. Burnham,	66	500	Sept., 1872. June, 1885.	18 Andrew.
IV.	Annie L. Hickey,	"	500	June, 1886.	Boardman.
v.	Clara M. Greenough,	66	500	Sept., 1879.	12 Crombie.
v.	Charlotte M. Newton,	66	500	Nov., 1881.	2 Winthrop.
			\$5,400		

### PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I, II. III. IV.	WM. P. HAYWARD, Sarah E. Cross, Irene M. Morse, Mary A. Cross, Caroline Wiggin,	Principal First Asst. Assistant		Sept., 1852. Dec., 1843. March, 1845. June, 1886. March, 1851. Oct., 1884.	83 Summer. 7 Piedmont. 50 Federal. 13 Liberty. 5 Harbor.

## SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I. H. HI. IV. IV.	OWEN B. STONE, Lena C. Emery, Ella F. Kehew, Georgianna Lewis, Georgianna R. Kehew, Abby A. Grant, Alice P. Jackman, Sarah E. Towne,	Principal Asst. to Prin. First Asst. Assistant	500	Sept., 1873. Sept., 1854. Feb., 1886. March, 1865. Oct., 1867.] Sept., 1870. Jan., 1870. Sept., 1878. Nov., 1871.	1 Holly. 23 Leach.' 5 Holly. 4 Porter. 5 Holly. 6 Andrew. 67 Lafayette. 11 Everett.
			\$5,400		

# BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
Ι.	S. Augusta Brown,	Principal	\$600	Nov., 1842.	54 Wash'n sq.
11.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
111.	Margaret M. Haskell,	44	500	Jan., 1866.	54 Wash'n sq.
IV.	Fanny W. McMurphy,	"	500	June, 1883.	25 Pickman.
			\$2,100		

#### APPENDIX.

## BERTRAM SCHOOL, WILLOW AVENUE.

CLA	NAME	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. Tyler,	Principal	\$600	Sept , 1857.	7 Cherry.
11.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	66	500	Oct., 1872.	108 Lafayette.
1V.	Harriet P. Gill,	66	500	Sept., 1873.	108 Lafayette.
			\$2,100		

## BROWNE SCHOOL, ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE
1.	MATILDA POLLOCK,	Principal	\$600	Nov., 1863.	10 Winthrop
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
11.	Ada B. Pike,	46	500	Feb., 1879.	88 Summer.
III.	Emma A. Graves,	46	500	May, 1870.	22 Federal.
III.	Martha P. Ober,	+6	500	Nov., 1879.	1 Holly.
IV.	Julietta M. Averill,	66	500	Feb., 1876.	280 Wash'n.
			\$3,100		

### CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	\$600	Jan., 1855.	40 Wash'n sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
111.	H. Augusta Moulton,	4.6	500	April, 1866.	105 Federal.
IV.	Mary E. Rowley,	46	500	Sept., 1886.	126½ Federal.
			\$2,100		

#### ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	ABBY F. NICHOLS,	Principal	\$600	June, 1862.	153 Federal.
11.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	44	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	"	500	Oct., 1876.	15 Margin.
			\$2,100		

### LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	AMELIA R. THAXTER,	Principal	\$600		6 Federal ct.
II.	Lucy E. Adams,	Assistant	500	<i>May</i> , 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen,	"	500	May, 1878.	114 Federal.
IV.	Hattie P. Burbank,	"	500	Oct., 1886.	131 Essex.
			\$2,100		

## LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
1.	HELEN A. WHITE,	Principal	\$600	Sept., 1865.	13 Margin.
11.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
111.	Elizabeth H. Tuttle,	66	500	oet., 1876.	113 Federal.
IV.	Mary A. Smith,	"	500	April, 1884.	10 Upham.
IV.	Annie J. Coan,	"	500	June, 1886.	8½ Herbert.
			\$2,600		

### OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF	RESIDENCE.
1.	EMILY A. GLOVER,	Principal	\$600	Oct , 1864.	15 Hathorn e.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
III.	Eliza J. Rice,	66	500	March, 1878.	20Mt.Vernon.
IV.	Elizabeth E. Farmer,	4.6	500	Dec., 1876.	109 North.
-IV	Gertrude A. Fuller,	46	500	March, 1885.	53 Endicott.
			\$2,600		

#### PICKMAN SCHOOL, SCHOOL STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. STETSON,	Principal	\$600	April, 1873.	59 Barr.
II.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
111.	Sarah N. Littlefield,	46	500	Sept., 1873.	68 Buffum.
IV.	Catherine C. Murphy,	46	500	June, 1886.	39 Beaver.
			\$2,100		

## PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF	RESIDENCE.
I.	R. Anna Harris,	Principal	\$600	June, 1859.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Elizabeth T. Lyon,	u	500	June, 1883.	23 Mall.
IV.	Sarah F. Morrison,	66	500	January, 1886.	7 Eden.
			\$2,100		

## UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	ELIZ'TH C. RUSSELL,	Principal		June, 1884. Sept., 1854.	10 Winter.
11.	Emily S. Phelps,	Assiștant	500	March, 1870.	16 Federal.
III.	Laura J. Symonds,	66	500	Oct., 1876.	10 Orne.
IV.	Laura M. Carleton,		500	June, 1884.	87 North.
			\$2,100		

## NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS, Annie V. Ward,	Principal Assistant	\$600 500	April, 1882. April, 1882.	403½ Essex. 19 Herbert.
		\$1,100		

#### UNATTACHED.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
Mary J. Bigelow, Henry O. Upton,	Asst. to Prim. Prin. Music Teacher.		Dec., 1880. Oct., 1883.	56 Lafayette. 32 Turner.

# TRUANT OFFICERS.

NAME.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	\$800	February, 1874.	13 Margin.
Charles Shortell,	10	January, 1885.	4 Park.
	\$810		

#### APPENDIX.

# JANITORS.

NAME.	SAL'RY.	schools.	RESIDENCE.
Charles F. Arvedson,	\$600	2-High & Oliver.	12 Broad.
Wm. H. Baker,	675	1-Phillips.	6 Ash.
Michael Buckley,	450	2-Carlton & Prescott.	15 Gedney Court.
Frederick H. Hunt,	500	2-Bentley & Lynde.	17 Hardy.
Joseph Tomlinson,	750	1-Bowditch.	36 Albion.
Charles H. Merrill,	600	3-North Salem.	33 Northend.
James E. Tufts,	450	2-Lincoln & Endicott.	5 Warren Court.
John W. Wheeler,	750	3-South Salem.	4 Harrison Avenue.
	\$4,775		

#### BOARD OF SCHOOL COMMITTEE, 1887.

John M. Raymond, Mayor, Chairman, ex-officio.

WILLIAM E. MEADE, President of the Common Council, member exofficio.

WARD ONE.

Till 1888. Till 1889.

Till 1890.

Francis E. Hines, 11 Liberty.

Nathan H. Millett, 8 Curtis.

James Keating. 9 Liberty.

WARD TWO.

De Witt S. Clark, 2 Oliver.

Samuel Worcester, 35 Washington.

Edwin H. Dodge, 47 Washington Sq.

WARD THREE.

Benjamin Barstow, Joseph P. Fessenden, John Preston, 25 Chestnut.

333 Essex.

1 Mt. Vernon.

WARD FOUR.

John O'Shea, 156 Boston.

Edward S. Atwood, Hubbard Breed, 136 Federal.

83 Federal.

WARD FIVE.

Jesse Robbins, 4 Cherry.

Nathaniel B. Perkins, 2 Cherry.

William S. Lord, Holly, cor. Linden.

WARD SIX.

Horace N. Smith, 16 Orne.

Henry J. Gaffney, 119 Mason.

Winfield S. Nevins. 20 Orne St.

Alfred B. Brown, Secretary, 37 Walter. Charles E. Burns, Messenger,

97 Essex St.

Committee on Nominations, Edward S. Atwood, Chairman: Francis E. Hines and John O'Shea.

**Executive Committee,** Joseph P. Fessenden, *Chairman*: Benjamin Barstow, Hubbard Breed, Edwin H. Dodge and Horace N. Smith.

High School Committee, Edward S. Atwood, Chairman: Joseph P. Fessenden, Nathan H. Millett.

Grammar School Committee, Francis E. Hines, Chairman: Hubbard Breed, Edwin H. Dodge, William S. Lord and Winfield S. Nevins.

Primary School Committee, John O'Shea, *Chairman*: Benjamin Barstow, De Witt S. Clark, Henry J. Gaffney, James Keating, Nathaniel B. Perkins, John Preston, Jesse Robbins, Horace N. Smith, Samuel Worcester.

Committee on Naumkeag School, Francis E. Hines, *Chairman:* Nathaniel B. Perkins, Winfield S. Nevins.

Committee on Evening Schools, Nathan H. Millett, Chairman: Edwin H. Dodge, John O'Shea.

Committee on Examination of Teachers, De Witt S. Clark, Chairman: Francis E. Hines, Nathan H. Millett, Jesse Robbins.

Committee on Text-Books, Joseph P. Fessenden, Chairman: William S. Lord, James Keating, Winfield S. Nevins, Nathaniel B. Perkins.

Committee on Printing and Supplies, Edwin H. Dodge, *Chairman*: Benjamin Barstow, Nathaniel H. Millett, John Preston, Horace N. Smith.

Committee on Music, Edward S. Atwood, *Chairman*: De Witt S. Clark, Samuel Worcester.

Committee on Drawing, Joseph P. Fessenden, Chairman: Henry J. Gaffney, Jesse Robbins.

The Secretary of the Board is clerk of the standing committees.

# SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St., .				Edwin H. Dodge.
Bowditch, Dean St.,				. Hubbard Breed.
Phillips, Washington Sq.,		. 1	Francis	E. Hines, Chairman.
Pickering, School St.,				Winfield S. Nevins.
Saltonstall, Hazel St., .				William S. Lord.

# SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,				. Samuel Worcester.
Bertram, Willow Ave.,				. Jesse Robbins.
Browne, Ropes St.,				Nathaniel B. Perkins.
Carlton, Skerry St., .				DeWitt S. Clark.
Endicott, Boston St.,				John Preston.
Lincoln, Fowler St.,	۰			John O'Shea, Chairman.
Lynde, Herbert St.,				. James Keating.
Oliver, Broad St.,				Benjamin Barstow.
Pickman, School St.,				. Henry J. Gaffney.
Prescott, Howard St.,				. DeWitt S. Clark.
Upham, North St.,				. Horace N. Smith.

#### SCHOOL CALENDAR FOR THE YEAR 1887.

- School year began Monday, Sept. 6, 1886.
   Second term begins Monday, February 1, 1887.
   School year ends Thursday, June 30, 1887.
   Next school year will begin Monday, September 5, 1887.
- Vacations:—
   Monday to Saturday: the week in which Fast Day occurs.
   Friday, July 1, 1887, to Saturday, Sept. 3, 1887, both included.
   Thanksgiving Day and the two days following.
   Christmas to New Year's: Dec. 25, 1887, to Jan. 1, 1888, inclusive.
- 3. Legal Holidays:—
  Washington's Birthday, February 22.
  Decoration Day, May 30.
  Fourth of July.
- Number of weeks of actual school time, after deducting the vacations and holidays, as above, 41.
- Number of sessions:—
   High School, one each week-day, except Saturday; Grammar,
   Primary and Naumkeag schools, two each week-day, except
   Wednesday and Saturday, and then but one.
- 6. Hours of session :-
  - High school, April 1 to November 1, from 8 A.M., to 1 P.M.; November 1 to April 1, from 8½ A.M., to 1 P.M.
  - Grammar schools, April 1 to September 1, from 8½ to 11½ A.M.; September 1 to April 1, from 9 to 12 A.M., and 2 to 4 P.M., the year round.
  - Primary schools, April 1 to September 1, 8½ to 11½ A.M.; September 1 to April 1, 9 to 11½ A.M., and 2 to 4 P.M., the year round.

Naumkeag school, like the primaries.

- 7. Detentions permitted:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.
- 8. Times of monthly reports from teachers and presentation of payrolls: January 29, February 26, March 26, April 30, May 28, June 30, October 1, November 5, December 3, December 31.
- 9. Times of meeting:—
  School committee the third Monday evening in each month.
  Executive committee, the first Wednesday evening in each month.
- Dates for presenting all bills against the school committee, not later than the last Monday of each month. All bills should be sent to the secretary's office, No. 6 City Hall.
- Secretary's office hour's:—
   9.30 A.M. to 12.30 P.M.; 2.30 P.M. to 5.30 P.M. on school days.
   Office at No. 6 City Hall.











UNIVERSITY OF ILLINOIS-URBANA

3 0112 053777071